

Equality Impact Assessment

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

Document:	Reopening of the Campuses (Student focus)
Executive Summary:	<p>This assessment aims to consider the equality impact of the college's plan to reopen campuses to staff, students and visitors.</p> <p>The health and wellbeing of the college community is paramount and there may be specific equality-related issues that need to be addressed to ensure campuses are re-opened in a way that protects the wellbeing of all involved.</p> <p>There may be a range of issues that need consideration during the lifespan of Covid-19 and planning to return to campus. These may require tailored support and/or risk assessment.</p> <p>Plans to reopen the campuses may be beneficial to all students in relation to mental health and wellbeing, connecting with peers, sense of community and access to face-to-face support. It does however have particular benefits for certain characteristics, which are detailed within this document.</p> <p>Although social distancing remains in place, being back on campus will be an opportunity to connect with staff and students across and variety of cultures and backgrounds. This will increase awareness, understanding, tolerance and acceptance of difference.</p> <p>We want to be certain that:</p> <ul style="list-style-type: none">• We consider equality within our decision making in order that we comply with legislative requirements and to ensure our decision-making is inclusive and fair.• The health, safety and wellbeing of the college community is protected.• College campuses minimise the risk of becoming a centre for the spread of Covid-19.• The wellbeing of the college community is not compromised by any changes to onsite staffing• The safety and wellbeing of non-Borders College individuals is not compromised by our Borders College actions.

	<p>The EIA actions will be reviewed by October 2020 to ensure it works as intended.</p> <p>This EIA supports the college and any resulting policies/guidelines/procedures.</p> <p>All spaces on campus groups will consider health and safety first and foremost and this EIA should be read in conjunction with risk assessments that include;</p> <ul style="list-style-type: none"> • Safe use of toilets and washing facilities • Safe use of communal spaces • Safe use of stairwells/lifts • Safe use of workspaces • Getting around campus safely • Safe fire evacuation <p>And protocols on:</p> <ul style="list-style-type: none"> • Protective measures (safe working practices, social distancing and PPE use and disposal).
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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"> 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</p> <p><i>Someone belonging to a particular age, or range of ages</i></p>	<p><i>Negative impacts to be mitigated:</i></p> <ul style="list-style-type: none"> • Current evidence indicates that impact of Covid-19 is age-related, with younger groups being more asymptomatic and older age groups more at risk of serious health complications. <ul style="list-style-type: none"> - Individual risk assessments may be required for students considered to be in vulnerable groups e.g. over 70 age range. • Students in the mid-age ranges, particularly women, are more likely to be carers for children and parents

	<p>and are more likely to be impacted by caring responsibilities and be in contact with relatives in the 'high risk' category</p> <ul style="list-style-type: none"> - Consider actions to support students who are parents and carers. <ul style="list-style-type: none"> • Younger students are more likely to be on lower-paid contracts, sharing accommodation with other and may find it harder to establish effective work-space at home. This may affect ability to work remotely. They may also have caring responsibilities. <ul style="list-style-type: none"> - Consider additional funding or loan of IT equipment where required. - Consider actions to support parents and carers. <p><i>Positive impact:</i></p> <ul style="list-style-type: none"> • Younger students may be in lower paid jobs and therefore less likely to be able to set up a home office. They are also more likely to be in shared accommodation. The return to campus to access the necessary equipment and space may be a positive for this group. <ul style="list-style-type: none"> - <i>Ensure safe protocols are developed to access IT and other necessary equipment</i>
<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><i>Negative impacts to be mitigated:</i></p> <ul style="list-style-type: none"> • Care experienced students may be impacted in a variety of ways due to their circumstances e.g. access to IT, inconsistent support structures, lack of appropriate study space <ul style="list-style-type: none"> - Review current support mechanisms and update as required. - Dedicated Care-Experienced contact to support all C-E students <p><i>Positive Impact:</i></p> <ul style="list-style-type: none"> • Care Experienced students may also benefit from a return to campus so that they can be supported in a structured environment. They are less likely to have these support structures at home. <ul style="list-style-type: none"> - Clear messaging for care experience students so the they know access to support services are available.
<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 identified issues</i></p>

<p>Race Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</p>	<p><i>Negative impacts to be mitigated:</i></p> <ul style="list-style-type: none"> • Reports of an increase in hate crime towards particular ethnicities e.g. South East Asian population due to Covid-19 initiating in China. <ul style="list-style-type: none"> - Awareness and messaging to Borders College community around zero-tolerance approach to racism as well as how and where to report hate crime. • BME (Black and Minority Ethnic) students appear to be at greater risk to the ill effective of Covid-19, the causes at this moment are unknown. <ul style="list-style-type: none"> - BME organisations have been providing support and guidance in relation to this and are recommending students have an individual risk assessment.
<p>Sexual Orientation A persons sexual and/or romantic attraction to other people, or lack thereof</p>	<p><i>Negative impacts to be mitigated:</i></p> <ul style="list-style-type: none"> • There may be potential for disclosure/privacy issues e.g. where a student has different identities at home and on campus. <ul style="list-style-type: none"> - Examine mechanisms that may mitigate against this e.g. messaging through comms <p><i>Positive Impacts:</i></p> <ul style="list-style-type: none"> • Students may be living with families who do not support their sexual orientation or gender identity and therefore ay be safer on campus. <ul style="list-style-type: none"> - Ensure we have clear accessible communications on support services and peer networks for LGBT+ students • Students may be estranged from their families due to their sexual orientation or gender identity and therefore may have been isolated during lockdown. A return to campus may impact positively on their mental health and wellbeing as they can connect with peers and access support services. <ul style="list-style-type: none"> - Ensure clear and accessible comms on support services for LGBT+ staff.
<p>Disability A physical or mental impairment which has a substantial and long-term adverse effective on a person's ability to</p>	<p><i>Negative impacts to be mitigated:</i></p> <ul style="list-style-type: none"> • Some students may require additional support to study remotely and on campus due to disability or health condition. <ul style="list-style-type: none"> - Individual assessment may be required - PEEP assessments to be reviewed - DSA assessment may be required

carry out normal day-to-day activities

- Assistive technologies may be required to allow students with disabilities to study remotely
 - Students may require additional support and training to ensure they are able to access materials
 - Staff may need additional support and training to ensure all materials are accessible for students
 - Staff may require additional training and support to provide a blended learning service to students, in particular classroom management for students who may have a disability or communication difficulty e.g. There may be cases where a note taker traditionally sits next to a student's due to a hearing impairment. Protocols will need to be updated.
 - Students may require online DSA assessments before returning to campus. This includes those who have previously had a DSA assessment as an update to reflect the current situation. This may include such things as providing online learning to BSL students.
 - Ensure blue badge holders can still park close to buildings but also at social distance, ensure signage is clear for a range of disabilities including visual impairment (e.g. capital letters can be difficult for people with dyslexia)
 - Rest points may be required at queuing areas
 - Consider accessibility when erecting any barriers.
 - Managed 1-1- meetings if required for additional support
- **This may be the first time students disclose a disability or health condition because e.g. it has not had an impact on their work until now or has worsened as a result of Covid-19.**
 - Health and wellbeing are being considered across the college and this may support a culture where students feel confident to disclose health challenges.
 - Clear messages around where to access support would be useful
 - **Students with mental health issues may be anxious about returning to campus. This could worsen these health conditions or trigger them when they may normally be well controlled.**
 - A new and well-planned induction process will support the new normal
 - Update virtual tours to include disability and social distancing information – particularly beneficial for those who experience anxiety about returning back to campus

	<ul style="list-style-type: none"> • Some disabilities put people at higher risk from coronavirus e.g. immunosuppressed students. <ul style="list-style-type: none"> - This should be considered through individual risk assessment. - May be prudent to plan for an increase in demand for counselling services and also in the area of risk assessment. • British Sign Language users may require support to study online and on campus. They may also struggle more with understanding and communicating if people are wearing masks. <ul style="list-style-type: none"> - Be aware of this in planning - Consider wearing shields instead of masks where possible or have this as an alternative where required. - All reception desks have clear screens to aid sight and communication. • Some students may be exempt from face coverings on medical grounds. This might open these individuals up to potential challenges by other staff and students. <ul style="list-style-type: none"> - Provide coloured lanyards for those who would like to wear one - Develop guidance on how to politely challenge those not wearing a face covering - Where there is a significant risk to health and safety, ensure individual risk assessments are completed for individuals with exemptions <p><i>Positive Impacts:</i></p> <ul style="list-style-type: none"> • Students with a disability may have been more isolated due to shielding measures and therefore a return to campus may be positive in relation to reducing isolation. This may impact positively on mental health and wellbeing <ul style="list-style-type: none"> - Supportive measures put in place to ease the transition to studying on campus • British Sign Language users may find face-to-face interaction easier (depending on use of facemasks) than working remotely. <ul style="list-style-type: none"> - Consider type of mask to ensure clear communication is possible.
<p>Gender identity/ reassignment <i>The process of transitioning from one gender to another (can include changing</i></p>	<p><i>Negative impacts to be mitigated:</i></p> <ul style="list-style-type: none"> • There may be potential for disclosure/privacy issues e.g. where a student has different identities at home and on campus.






<p><i>names, pronouns, dressing differently, medical intervention and living in their self-identified gender)</i></p>	<ul style="list-style-type: none"> - Examine mechanisms that may mitigate against this e.g. messaging through comms <p><i>Positive impacts:</i></p> <ul style="list-style-type: none"> • A return to campus may be positive in order for students to access face-to-face support and have confidential conversations if they are going through or thinking about going through gender reassignment. <ul style="list-style-type: none"> - Accessible coms that services might operate differently but are open to students. - Trans inclusion guidance may be helpful.
<p>Pregnancy/maternity <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i></p>	<p><i>Negative impact to be mitigated:</i></p> <ul style="list-style-type: none"> • Pregnant students are considered a high-risk group in relation to Covid-19 <ul style="list-style-type: none"> - Current guidance suggests individuals over 28 weeks gestation should minimise contact with others. The usual Health and Safety Assessment may need to be revised. • Some pregnant students with existing health conditions may be required to shield <ul style="list-style-type: none"> - Examine ways to support this through home working. • Students undergoing fertility treatment (e.g. IUI, IVF) are being advised to minimise social contact during treatment cycles. <ul style="list-style-type: none"> - Examine ways to support this through home study. <p><i>Positive impacts:</i></p> <p>Those who are pregnant or on maternity may have been shielding and therefore a return to campus may have a positive impact on mental health and wellbeing.</p>
<p>Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i></p>	<p><i>Negative impacts to be mitigated:</i></p> <ul style="list-style-type: none"> • Some students may require access to the prayer room when on campus. <ul style="list-style-type: none"> - Ensure prayer room is accessible and social distancing measures are in place. - Provide comms regarding accessibility of prayer room. - RH – HW discussion <p><i>Positive impacts:</i></p> <p>Students may have greater access to others in their faith group on a face-to-face basis and access to use prayer</p>




	<p>facilities (if it is safe to do so). This may increase mental health and wellbeing.</p> <ul style="list-style-type: none"> - Ensure clear accessible communications about campuses facilities and services.
<p>Sex <i>Gender assigned at birth</i></p>	<p><i>Negative impacts to be mitigated:</i></p> <ul style="list-style-type: none"> • Students who are experiencing menopause may find it more difficult to wear PPE due to flushing. <ul style="list-style-type: none"> - Consideration of additional PPE and washing facilities. • Women are more likely to be primary care givers and domestic care-takers. Ability to study at home will be challenged further as schools remain closed and sick and aged relatives require care. This will also impact students who do not normally have caring responsibilities who will be required to support their extended families. Consideration should also be given to partners of key workers who will have additional childcare responsibilities as schools remain partially/fully closed. <ul style="list-style-type: none"> - Consider actions to support students who are parents and carers e.g. flexible deadlines, signposting to additional support <p><i>Positive impacts:</i></p> <ul style="list-style-type: none"> • Students who are victims of domestic violence may be safer on campus than working or studying remotely. Gender-based violence is more likely to impact women but can impact on all genders. <ul style="list-style-type: none"> - Borders College have been providing guidance and information for students in relation to gender-based violence and support services. This should continue as we know that GBV, for many individuals, is not a new situation but has been exacerbated by lock down and social distancing measures. - Planning for increased demand on GBV information, signposting and services once out of lockdown.
<p>Employment or Trade Union Membership</p>	<p><i>No negative impacts</i></p>
<p>Past Criminal Convictions</p>	<p><i>No negative impacts</i></p>
<p>Poverty or Deprivation</p>	<p><i>Negative impacts to be mitigated:</i></p> <ul style="list-style-type: none"> • Some students may not have the means to buy IT equipment and home internet access or who may need to share this provision with others in their household.




	<ul style="list-style-type: none"> - Consider additional funding and equipment loan. <p><i>Positive Impacts:</i></p> <ul style="list-style-type: none"> • Students experiencing poverty and deprivation may benefit from having increased access to support services and funding. - Ensure clear and accessible communications about support services and associated initiatives
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




Owner:		
Date initiated:		
Consultation:	<i>Covid IMT, EDI Committee, Wider Leadership Team, and Students' Association.</i>	
Signature (Owner)	<i>Heather Anderson</i>	Date 29 Sept 2020
Signature (Equalities Officer)	Amy Brydon	Date 29 Sept 2020




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






Not started		Complete		Progressing to plan		Some slippage but will be complete by deadline		Will not be complete by deadline	
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Equality Impact	Action	Responsibility	Progress	Detail
Protected Characteristic: Age				
Current evidence indicates that impact of Covid-19 is age-related, with younger groups being more asymptomatic and older age groups more at risk of serious health complications.	Risk assessment may be required for students in vulnerable age groups.	Lecturers/K Fitzgerald		Risk assessments completed as per H&S procedures
People in the mid-age ranges, particularly women, are more likely to be carers for children and parents and are more likely to be impacted by caring responsibilities and be in contact with relatives in the 'high risk' category	Support parents/carers through online learning where possible.	Lecturers/Student Services		College ethos, policies and procedures already support this approach. Blended learning supports a more inclusive approach to curriculum delivery Flexible start/finish times may support students with child care responsibilities
Younger students are more likely to be on lower-paid contracts, sharing accommodation with	Provide access to necessary IT/office equipment	S Moncrieff/CLMs		Helpdesk@borderscollege.ac.uk provides support for students with barriers to ISLT access Laptop loan system in operation





other and may find it harder to establish effective work-space at home. This may affect ability to work remotely. They may also have caring responsibilities.				Wifi dongles accessible at ISLT Library provides good study space, on agreement with curriculum managers while physical distancing measures are still in place
	Support parents/carers as per blended learning approach	Lecturers/CLMs		
Protected Characteristic: Race				
Reports of an increase in hate crime towards particular ethnicities e.g. South East Asian population due to Covid-19 initiating in China.	Communicate clear messaging regarding zero-tolerance approach to racism as well as how and where to report hate crime.	A Brydon/A Letham/C Nairn		Anti-racism statement and remote reporting procedures available on website. Anti-racism cards posted out to all full time students from w/c 7 th Sept. Harassment and discrimination and the Equalities Act 2010 module has been included in student online induction
BME (Black and Minority Ethnic) students appear to be at greater risk to the ill effective of Covid-19,	Risk assessment may be required for students in vulnerable age groups.	Lecturers/K Fitzgerald		Risk assessments completed as per H&S procedures






the causes at this moment are unknown.				
Protected Characteristic: Sexual Orientation				
There may be potential for disclosure/privacy issues e.g. where a student has different identities at home and on campus.	Examine mechanisms that may mitigate against this e.g. messaging through comms	A Brydon/C Reith/C Nairn		Further promote LGBT Charter and inclusive practices
	Ensure recommended protocols for using online platforms are effectively communicated to ensure the online environment is inclusive for all e.g option to keep camera off/blur background	SLT/Lecturers		Social media etiquette section included within online induction. Policies and procedures to be updated in line with blended learning approach.
Protected Characteristic: Disability				
Some students may require additional support to work remotely and on campus due to disability or health condition.	Individual assessment may be required	Learning Support Specialists		Assessments completed for all students disclosing a disability
	Review PEEP assessments	K Fitzgerald		PEEP assessments part of H&S regulations.
	Assistive technologies may be required to allow students with	Learning Support Specialists		Assistive technologies provided as the need arises.





	disabilities to work remotely			
	Staff may require additional support and training to ensure all materials are accessible for students	Managers/D Kerr/S Moncrieff		Staff in place to provide additional support for staff who require support for online delivery
	Staff may require additional training to support facilitation of blended learning – in particular where a staff member has a disability or communication difficulty	Managers/D Kerr/S Moncrieff		
	Ensure blue badge holders can still park close to buildings but also at social distance, ensure signage is clear for a range of disabilities including visual impairment (e.g. capital letters can be difficult for people with dyslexia)	R Hewitt		Accessible signage in place throughout college buildings. Disabled parking available.



	Rest points may be required at queuing areas and around campus	R Hewitt		Can be put implemented at short notice if required.
	Consider accessibility when erecting any barriers.	R Hewitt		
	Ensure lifts are accessible for those with disabilities, with access for carers where required.	R Hewitt		Guidance has been developed to outline procedure. Lifts will operate as single use only, with access for carers where required.
This may be the first time students disclose a disability or health condition because e.g. it has not had an impact on their work until now or has worsened as a result of Covid-19.	Clear messaging provided about how to make a disclosure and where to get support.	C Nairn/A Brydon		Welcome Week sessions cover learning support, assistive technologies, introduction to student services team. Support well signposted on Student Portal
	Continue to promote health and wellbeing across the college to support a culture where students feel confident to disclose challenges	All		Welcome Week providing events and activities to create inclusive community ethos. BCSA Wellbeing Fair provides information on support available.


				Consider additional approaches through Wellbeing Committee
Students with mental health issues may be anxious about returning to campus. This could worsen these health conditions or trigger them when they may normally be well controlled.	Signposting to Student Advice Team	C Nairn/A Brydon		Student Support sessions scheduled throughout Welcome Week Dedicated pages on the Student Portal and College and BCSA website Promotion of local and national support services to students
	Create and promote virtual tours including disability and social distancing information	C Reith		360 college tour video, social distancing video and associated guidance included in student welcome booklet and available on college website.
Some disabilities put people at higher risk from coronavirus e.g. immunosuppressed staff.	Risk assessment may be required for students in vulnerable age groups.	Lecturers/K Fitzgerald		Risk assessments completed as per H&S procedure
	Consider plan for increased demand for counselling services	C Nairn		In-house counselling service available and being advertised to students throughout induction.
British Sign Language users may require support to work online and on	Consider use of shields instead of masks where possible	K Fitzgerald		Shields and masks available

<p>campus. They may also struggle more with understanding and communicating if people are wearing masks.</p>	<p>Where use of face shield is not possible, investigate alternative methods of communication e.g. using iPad for written communication</p>	<p>Learning Support Specialists</p>		<p>Apps, 1-1 support and other assistive technologies available to support communication requirements.</p>
<p>Some students may be exempt from face coverings on medical grounds. This might open these individuals up to potential challenges by other staff and students.</p>	<p>Provide coloured lanyards for those who would like to wear one</p>	<p>R Hewitt</p>		<p>Lanyards to be distributed from Student Services and HR.</p>
	<p>Develop guidance on how to politely challenge those not wearing a face covering</p>	<p>A Brydon</p>		<p>Draft complete and to be circulated via e-mail and social media</p>
	<p>Where there is a significant risk to health and safety, ensure individual risk assessments are completed for individuals with exemptions</p>	<p>K Fitzgerald</p>		<p>To be embedded as part of H&S processes. Still to be communicated to staff.</p>

Protected Characteristic: Gender Identity/Reassignment				
There may be potential for disclosure/privacy issues e.g. where a student working at home has different identities at home and on campus.	Examine mechanisms that may mitigate against this e.g. messaging through comms	A Brydon/C Reith/C Nairn		Further promote LGBT Charter and inclusive practices
	Ensure recommended protocols for using online platforms are effectively	SLT/Lecturers		Social media etiquette section included within online induction. Policies and procedures to be updated in line with blended learning approach.
Protected Characteristic: Pregnancy/maternity				
Pregnant students are considered a high-risk group in relation to Covid-19	Current guidance suggests individuals over 28 weeks gestation should minimise contact with others.	Lecturers/K Fitzgerald		Can be supported through blended learning approach
	Maternity risk assessments to be completed	Lecturers/K Fitzgerald		Completed as standard H&S protocol
Individuals undergoing fertility treatment (e.g. IUI, IVF) are being advised to minimise	Support through blended learning approach	Lecturers		

social contact during treatment cycles.				
Protected Characteristic: Religion or Belief				
Some individuals may require access to the prayer room when on campus.	Agree process with HWU in terms of social distancing and hygiene measures	R Hewitt		Sanitising station outside the room, single occupancy, wipes and hand sanitiser available in the room.
	Communicate details on accessibility within Return to Campus documentation	R Hewitt		To be included in welcome to campus document
Protected Characteristic: Sex				
Students who are experiencing menopause may find it more difficult to wear PPE due to flushing.	Consideration of additional PPE and washing facilities	Lecturers		
Women are more likely to be primary care givers and domestic care-takers. Ability to work at home will be challenged further if schools are closed and sick and aged relatives require care. This will also impact students	Consider actions to support students who are parents and carers, e.g. blended learning	Lecturers/CLMs		Blended learning will support students to work around other responsibilities

<p>who do not normally have caring responsibilities who will be required to support their extended families. Consideration should also be given to partners of key workers who will have additional childcare responsibilities if schools are partially/fully closed.</p>				
Protected Characteristic: Poverty/Deprivation				
<p>Students may need to share IT provision/Wi-Fi bandwidth with others in their household.</p>	<p>Provision of IT equipment available</p>	<p>S Moncrieff</p>		<p>Students can request laptop loans via helpdesk etc.</p>
	<p>Providing support to boost Wi-Fi connectivity where possible</p>	<p>S Moncrieff</p>		<p>Wi-Fi dongles available for students with limited internet connectivity</p>

Students may not have the funds required to support them in their studies	Provide funding where possible	Student Services/Student Funding		Where eligible students have access to a range of funding support including bursary, SAAS and discretionary funding.
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