

# Equality Impact Assessment

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| Document:          | <i>Turing Project</i>  |
| Executive Summary: | <i>The Turing Project provides financial support to allow students to participate in international placements. This document is specifically related to the partnership arrangement with centennial College, Toronto and the Memorandum of Understanding which underwrites any planned visits.</i> |

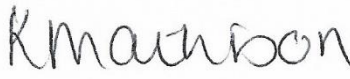
By law we must meet the requirements of the Equality Act 2010 including the Public Sector Equality Duty. Please give due regard to the following when completing an EIA;

- 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?

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| <b>Protected Characteristic</b>  | <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"> <li><i>1. Change the policy so impact is no longer negative</i></li> <li><i>2. Justify why it has to be done e.g. health and safety legislation</i></li> <li><i>3. Consider how you are going to mitigate the impact</i></li> </ol>       |
| <p><b>Age</b></p> <p><i>Someone belonging to a particular age, or range of ages</i></p>  | <p><i>The project is aimed at all eligible students and hopes to provide a positive impact on their transition into a employment by providing an opportunity to live and study in an international college for a short period of time. Students are supported to develop appropriate skills and knowledge. The award is fully funded through the Turing Project so there are no financial barriers to accessing the course.</i></p> |
| <p><b>Care Experienced</b></p> <p><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>Students meeting the eligibility criteria will be supported to access the opportunity to study in Toronto for a period of 2 weeks. Additional support will be offered as required to ensure equal access to the project and minimise any risk of discrimination direct or indirect.</i></p>   |

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| <p><b>Marriage/Civil Partnership</b><br/> <i>Married couples and civil partnership should be treated the same on a wide range of matters</i></p>  | <p><i>Students meeting the eligibility criteria will be supported to access without risk of discrimination either direct or indirect.</i></p>                                |
| <p><b>Race</b><br/> <i>Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</i></p>   | <p><i>Students meeting the eligibility criteria will be supported to access and participate in the project without risk of discrimination either direct or indirect.</i></p> |
| <p><b>Sexual Orientation</b><br/> <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>   | <p><i>Students meeting the eligibility criteria will be supported to access and participate in the project without risk of discrimination either direct or indirect.</i></p> |
| <p><b>Disability</b><br/> <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></p>  | <p><i>Students meeting the eligibility criteria will be supported to access and participate in the project without risk of discrimination either direct or indirect.</i></p> |
| <p><b>Gender identity/ reassignment</b><br/> <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><i>Students meeting the eligibility criteria will be supported to access and participate in the project without risk of discrimination either direct or indirect.</i></p> |
| <p><b>Pregnancy/maternity</b><br/> <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i></p>   | <p><i>Students meeting the eligibility criteria will be supported to access and participate in the project without risk of discrimination either direct or indirect.</i></p> |

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| <b>Religion or Belief</b><br><i>Religious and philosophical beliefs, including lack of belief (atheism)</i> | <i>Students meeting the eligibility criteria will be supported to access and participate in the project without risk of discrimination either direct or indirect.</i>   |
| <b>Sex</b><br><i>Gender assigned at birth</i>   | <i>Students meeting the eligibility criteria will be supported to access and participate in the project without risk of discrimination either direct or indirect.</i>   |
| <b>Employment or Trade Union Membership</b>   | <i>Students meeting the eligibility criteria will be supported to access and participate in the project without risk of discrimination either direct or indirect. The project is designed to support eligible students to develop their skills, underpin their knowledge and experience different cultures and ways of working. Their experiences will develop their employability skills and allow them to understand more about the challenges facing indigenous populations.</i> |
| <b>Past Criminal Convictions</b>  | <i>Students meeting the eligibility criteria will be supported to access and participate in the project without risk of discrimination either direct or indirect.</i>   |
| <b>Poverty or Deprivation</b>   | <i>Positive – this project is available to anyone who is currently enrolled on a suitable course with Borders College. Students meeting the eligibility criteria will be supported to access and participate in the project without risk of discrimination either direct or indirect.</i>   |

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| Owner:                         | K Mathison   |                 |
| Date initiated:                | 10/08/2021   |                 |
| Consultation:                  | <i>Which groups were consulted with in the development of this EIA?<br/>Equalities Officer</i> |                 |
| Signature (Owner)              |             | Date 10/08/2021 |
| Signature (Equalities Officer) | Amy Brydon   | Date 10/08/2021 |