

Equality Impact Assessment

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

Document:	<i>HNC Cyber Security – SCQF Level 7 – Approval Panel</i>
Executive Summary:	<p><i>There have been no identified negative impacts on one or more groups of individuals in the development or preparation for delivery of this award. Consultation on the resources for the Cyber Lab has been undertaken with the goal of remaining inclusive for all learners.</i></p> <p><i>A high-spec Cyber Lab and appropriately qualified staff will enable this delivery to be flexible for learners to access support and work towards their chosen award.</i></p>

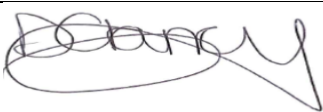
By law we must meet the requirements of the Equality Act 2010 including the Public Sector Equality Duty. Please give due regard to the following when completing an EIA;

- 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
	<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><i>No negative impacts have been identified and the course is open to all age ranges.</i></p> <p><i>It is important that trends and barriers are monitored to ensure Borders College are proactive in its recruitment for this course.</i></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</i></p>	<p><i>No negative impact has been identified for learners who are care experienced.</i></p> <p><i>Staff and students will be supported throughout delivery by the appropriately qualified experts in Borders College.</i></p>

<p><i>children who were previous looked-after.</i></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 has been identified for learners who are in a marriage or civil partnership.</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><i>No negative impact has been identified for learners with regard to race</i></p>
<p>Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	<p><i>No negative impact has been identified for learners with regard to their sexual orientation.</i></p>
<p>Disability <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>No negative impact has been identified for learners with regard to their disability. A skills test is at times required to verify a candidate's suitability and reasonable adjustments can be sought to provide access to learning if this is a barrier that can be overcome.</i></p> <p><i>Staff and students will be supported throughout delivery by the appropriately qualified experts in Borders College.</i></p> <p><i>The physical learning space (Cyber Lab) is situated on the ground floor with a spacious layout making it accessible for individuals with mobility issues and wheelchair users.</i></p>
<p>Gender identity/ reassignment <i>The process of transitioning from one gender to another (can include changing names, pronouns, dressing differently,</i></p>	<p><i>No negative impacts have been identified and the course is open to all.</i></p> <p><i>It is important that trends and barriers are monitored to ensure Borders College are proactive in its recruitment for this course.</i></p>

<i>medical intervention and living in their self-identified gender)</i>	
Pregnancy/maternity <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i>	<i>No negative impacts have been identified and the course is open to all. A risk assessment will be undertaken when a pregnant student has been identified in the group to reduce the likelihood of any negative impact as far as reasonably practicable.</i>
Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i>	<i>No negative impact has been identified for learners with regard to their religion or belief.</i>
Sex <i>Gender assigned at birth</i>	<i>No negative impact has been identified for learners with regard to their sex.</i>
Employment or Trade Union Membership	<i>No negative impact has been identified for learners with regard to their connections with trade unions or employment.</i>
Past Criminal Convictions	<i>No negative impact has been identified for learners with regard to their past criminal convictions. If any issues are raised then this should be communicated with the CLM and appropriate staff.</i>
Poverty or Deprivation	<i>No negative impact has been identified for learners with regard to their financial situation. Access to learning, financial support and other resources will be communicated through student services.</i>

Owner:	Dale Clancy	
Date initiated:	16-06-2022	
Consultation:		
Signature (Owner)		Date 16-06-2022

Signature (Equalities Officer)		Date 20-06-2022
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Please return the completed Equality Impact Assessment to the Equalities Officer (abrydon@borderscollege.ac.uk)