

Equality Impact Assessment

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

Document:	Borders College Research Project – Early Withdrawals
Executive Summary:	<p>The college have identified an increase in young people withdrawing from their course over the last 2 academic sessions. The research seeks to understand the factors that are most likely to influence a young persons' decision to withdraw early from their college course. Outcomes of the research include building a clearer understanding of the groups most at risk of withdrawing and using the research to shape future service design, process and procedure.</p> <p>The research design includes 3 distinct parts; survey, 1-1 interviews and data analysis of existing withdrawal data.</p> <p>The researcher is consulting with accessibility experts to ensure there are no barriers to participation for disabled people.</p> <p>We will advertise for participants through social media and targeted e-mails (current students only). As we will be processing special category data (i.e. data pertaining to protected characteristics) a Data Protection Impact Assessment has been completed, and privacy statement developed in line with GDPR legislation. Participants who have booked a 1-1 interview will be required to complete a consent form to ensure they are aware of how we will use their information and how to withdraw their consent.</p> <p>This research project will have a positive impact for those with intersectional identities as it seeks to understand the groups most likely to withdraw from a college course – including an intersectional analysis.</p> <p>The reasons for withdrawing from a college course are wide-ranging. Some participants may disclose a potentially traumatic experience during their interview. Follow-up support and/or signposting will be offered, including information relating to the college's complaints procedures. Any safeguarding concerns will be shared with the college's safeguarding team.</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?

<p>Protected Characteristic</p>	<p>Commentary <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 <i>Someone belonging to a particular age, or range of ages</i></p>	<p>This research is likely to have a positive equality impact on younger students. The driver for this research was an evidenced increase in young people withdrawing from college courses. The research seeks to understand why this is, and will therefore help create better support for this student group going forward.</p> <p>No negative equality impacts have been identified.</p> <p>The reasons for withdrawing from a college course are wide-ranging. Some participants may disclose a potentially traumatic experience during their interview. Follow-up support and/or signposting will be offered, including information relating to the college's complaints procedures. Any safeguarding concerns will be shared with the college's safeguarding team.</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>As part of the research we will collect information from students pertaining to their care experienced status. Details of how this information will be used has been detailed in a privacy statement, which is shared with all participants.</p> <p>This research seeks to understand which individuals are at higher risk of withdrawing early, and why. The research may have a positive impact on care experienced students.</p> <p>The reasons for withdrawing from a college course are wide-ranging. Some participants may disclose a potentially traumatic experience during their interview. Follow-up support and/or signposting will be offered, including information relating to the college's complaints procedures. Any safeguarding concerns will be shared with the college's safeguarding team.</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 impacts identified</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>This research seeks to understand which individuals are at higher risk of withdrawing early, and why. The research may have a positive impact on students from Black and Minority Ethnic communities.</p> <p>For those looking to take part in a 1-1 interview, there is opportunity to share any accessibility requirements to ensure the appropriate support is in place. This may be beneficial for anyone who has English as a second language.</p> <p>The reasons for withdrawing from a college course are wide-ranging. Some participants may disclose a potentially traumatic experience during their interview. Follow-up support and/or signposting will be offered, including information relating to the college's complaints procedures. Any safeguarding concerns will be shared with the college's safeguarding team.</p>
<p>Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	<p>This research seeks to understand which individuals are at higher risk of withdrawing early, and why. The research may have a positive impact on LGBT students.</p> <p>The reasons for withdrawing from a college course are wide-ranging. Some participants may disclose a potentially traumatic experience during their interview. Follow-up support and/or signposting will be offered, including information relating to the college's complaints procedures. Any safeguarding concerns will be shared with the college's safeguarding team.</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>This research seeks to understand which individuals are at higher risk of withdrawing early, and why. The research may have a positive impact on disabled students.</p> <p>For those looking to take part in a 1-1 interview, there is opportunity to share any accessibility requirements to ensure the appropriate support is in place.</p> <p>Information about the research will be sent out in a range of different formats. We are also consulting with experts to ensure any communications/calls for participants are accessible.</p> <p>The reasons for withdrawing from a college course are wide-ranging. Some participants may disclose a potentially traumatic experience during their interview. Follow-up support and/or signposting will be offered, including information relating to the</p>

	college's complaints procedures. Any safeguarding concerns will be shared with the college's safeguarding team.
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>This research seeks to understand which individuals are at higher risk of withdrawing early, and why. The research may have a positive impact on trans and non-binary students.</p> <p>The reasons for withdrawing from a college course are wide-ranging. Some participants may disclose a potentially traumatic experience during their interview. Follow-up support and/or signposting will be offered, including information relating to the college's complaints procedures. Any safeguarding concerns will be shared with the college's safeguarding team.</p>
Pregnancy/maternity <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i>	<p>This research seeks to understand which individuals are at higher risk of withdrawing early, and why. The research may have a positive impact on pregnant students/student parents.</p> <p>The reasons for withdrawing from a college course are wide-ranging. Some participants may disclose a potentially traumatic experience during their interview. Follow-up support and/or signposting will be offered, including information relating to the college's complaints procedures. Any safeguarding concerns will be shared with the college's safeguarding team.</p>
Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i>	<p>This research seeks to understand which individuals are at higher risk of withdrawing early, and why. The research may have a positive impact on students across a range of religions and beliefs.</p> <p>The reasons for withdrawing from a college course are wide-ranging. Some participants may disclose a potentially traumatic experience during their interview. Follow-up support and/or signposting will be offered, including information relating to the college's complaints procedures. Any safeguarding concerns will be shared with the college's safeguarding team.</p>
Sex <i>Gender assigned at birth</i>	<p>This research seeks to understand which individuals are at higher risk of withdrawing early, and why. The research may have a positive impact on male and female students.</p> <p>The reasons for withdrawing from a college course are wide-ranging. Some participants may disclose a potentially traumatic experience during their interview. Follow-up support and/or signposting will be offered, including information relating to the college's complaints procedures. Any safeguarding concerns will be shared with the college's safeguarding team.</p>
Employment or Trade Union Membership	<i>No impacts identified</i>
Past Criminal Convictions	<i>No impacts identified</i>

Poverty or Deprivation	This research seeks to understand which individuals are at higher risk of withdrawing early, and why. The research may have a positive impact on students who are experiencing poverty or deprivation.
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Owner:	A Brydon	
Date initiated:	09/05/2023	
Consultation:	<i>Which groups were consulted with in the development of this EIA?</i> Borders College Students' Association	
Signature (Owner)	Amy Brydon	Date 9/5/2023
Signature (Equalities Officer)	Amy Brydon	Date 9/5/2023

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