

Equality Impact Assessment

Document:	EIA SAP
Executive Summary:	<p><i>The Skills Accreditation Programme (SAP) was developed some time ago and, although devised and delivered by Borders College it was accredited by NCFE. The award is aimed at those in the senior phase of high school and older learners from a very broad range of services/settings. Examples are:</i></p> <ul style="list-style-type: none"> <i>• Day Centres supporting additional needs and disabilities</i> <i>• Supported Living</i> <i>• Residential settings (which includes Young people transitioning to adulthood and adults with a range of support needs)</i> <i>• Retail</i> <p><i>The award is delivered by experienced staff within the service user's setting. Staff have undertaken the Introduction to Assessment course and are able to provide support at a level suitable for the service user. Additional support is available via the college for service users with additional needs.</i></p> <p><i>Due to changes at NCFE we have decided to bring SAP back into college as a locally devised 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	<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"> <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>
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<p>Age Someone belonging to a particular age, or range of ages</p>	<p><i>The award is aimed at all eligible students and hopes to provide a positive impact on their life by developing appropriate skills and knowledge to enable them to enter employment, training or further education. The award is accessible to all ages and is delivered within settings relevant for the learner and which will provide the most positive outcomes for them.</i></p>
<p>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.</p>	<p><i>Learners in settings such as the ones described above will be supported to achieve the award. Additional support will be offered as required to ensure equal access to the qualification and minimise any risk of discrimination direct or indirect.</i></p>
<p>Marriage/Civil Partnership Married couples and civil partnership should be treated the same on a wide range of matters</p>	<p><i>Learners will be supported to access and achieve the award without risk of discrimination either direct or indirect.</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>Learners will be supported to access and achieve the award without risk of discrimination either direct or indirect.</i></p>
<p>Sexual Orientation A persons sexual and/or romantic attraction to other people, or lack thereof</p>	<p><i>Learners will be supported to access and achieve the award without risk of discrimination either direct or indirect.</i></p>
<p>Disability 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</p>	<p><i>Learners will be supported to access and achieve the award without risk of discrimination either direct or indirect.</i></p>
<p>Gender identity/ reassignment The process of transitioning from one</p>	<p><i>Learners will be supported to access and achieve the award without risk of discrimination either direct or indirect.</i></p>

<i>gender to another (can include changing names, pronouns, dressing differently, 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>Learners will be supported to access and achieve the award without risk of discrimination either direct or indirect.</i>
Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i>	<i>Learners will be supported to access and achieve the award without risk of discrimination either direct or indirect.</i>
Sex <i>Gender assigned at birth</i>	<i>Learners will be supported to access and achieve the award without risk of discrimination either direct or indirect..</i>
Employment or Trade Union Membership	<i>Learners will be supported to access and achieve the award without risk of discrimination either direct or indirect. The award is designed to support learners to develop their skills, underpin their knowledge and provide evidence of competence in the agreed units.</i>
Past Criminal Convictions	<i>Learners will be supported to access and achieve the award without risk of discrimination either direct or indirect.</i>
Poverty or Deprivation	<i>Learners will be supported to access and achieve the award without risk of discrimination either direct or indirect.</i>

Owner:	Katharine Mathison	
Date initiated:	31/07/2023	
Consultation:	<i>Which groups were consulted with in the development of this EIA?</i> Equalities Officer	
Signature (Owner)	<i>Kmathison</i>	Date 31/07/2023
Signature (Equalities Officer)	A Brydon	Date 31/07/2023