



# Equalities Impact Assessment (EQIA)

revised 10/17

The purpose of this template is to ensure that decision makers consider impacts on equality when making decisions which may impact on people in some way, or develop new - or revise existing - policies, practices or operating guidelines. This EQIA template should be completed in conjunction with the Guidance Notes.

<b>Title of the Policy/Decision considered:</b>	Procurement of new Personal Protective Equipment (PPE) and Work wear for Students
<b>Impact Assessed by:</b>	Ester Vasallo
<b>Signature(s) of assessor(s):</b>	E Vasallo
<b>Date of Impact Assessment:</b>	10/12/2021

## Step 1: (a) Identify the aims of the policy/decision

(i)	What is the purpose of the policy/decision? Why has this policy/decision been developed/reached?
(ii)	How does the policy/decision seek to achieve its purpose?
(iii)	How do the aims of the policy/the decision relate to equality?
(i)	To identify appropriate PPE and work wear for students to replace the existing supplier contract used across the College when existing contract ends. To ensure the provision of PPE and work wear will meet the current and future diverse needs of all students.
(ii)	Through a tender exercise.
(iii)	PPE and work wear will need to meet the needs of all students

## Step 1: (b) Identify who is affected by the policy/decision

(i)	Who benefits from this policy/decision?
(ii)	How does the group of people benefit from the policy/decision?
(iii)	Who does not benefit from the policy/decision? Is anyone disadvantaged?
(iv)	If so, how is the group of people disadvantaged by this policy/decision?
(i)	Students that will require PPE and/or work wear.
(ii)	Students will continue to be protected against health or safety risks during their learning.
(iii)	No one is disadvantaged.
(iv)	N/A

## Step 2: (a) Consider the evidence and impact assess

- (i) What data or evidence have you used to consider the impact of the policy/decision on each Protected Characteristic group? E.g. student/staff demographic data, consultation responses, national data.
- (ii) If you lack data/evidence, please outline your plan for obtaining up-to-date data/evidence e.g. consultation, survey, focus group responses, national research.
- (iii) Referring to the evidence you have available, would this policy positively or negatively impact on the following Protected Characteristics groups? If so, then how? Detail how it would be possible to minimise negative impact (an action plan may be required to ensure minimal negative impact in practice/change an aspect of the policy). Refer to the following Duties where possible: **elimination of discrimination; advancing equality of opportunity; and fostering good relations.**

Protected Characteristic	Evidence	Impact (and how to minimise negative impact).
Disability	Some students may need modifications to PPE/workwear for reasons arising from disability so the items are fit for purpose. It is also recognised that some students may have specific medical conditions e.g. allergic reactions to materials which will need to be addressed on an individual basis. Potential for quicker wear and tear of uniform if individuals have mobility needs. Placement of button and zips may also be an issue, this should be considered on an individual needs basis. Adaptations may be required for people with hearing and visual impairments.	Negative impacts will be minimised with the supplier able to offer a wide range of sizes, bespoke and alternative items (e.g. special footwear, clothing, nitrile gloves instead of latex), as well as measuring, fitting and adaptation/modification services to meet the needs of individuals with a disability.
Sex (man or woman)	In average men and women have different bone structure, density, muscle and strength and the overall approach to PPE should be to reduce risk or impact across both sexes.	The supplier will be able to offer a wide range of items and sizes fitting a range of body shapes, with bespoke or alternative items offered, as well as fitting and adaptation/modification services.
Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or	Different ethnic groups can have different average height and size ranges.	Size and fitting should consider a wide range of ethnic groups. Any negative impacts will be minimised through offering a wide provision of PPE, workwear/garments to ensure the safety of the individual, with bespoke or alternative items offered, as well as fitting and adaptation/modification services.

national origins)		
Age	There is no evidence that age will have an impact.	N/A
Gender reassignment (the process of transitioning from one gender to another)	Students in the process of transitioning might have different PPE and work wear/garment needs.	The supplier will be able to offer a wide range of items whilst still ensuring the safety of the individual, with bespoke or alternative items offered, as well as fitting and adaptation/modification services.
Sexual orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)	It is not envisaged that sexual orientation will have an impact or relevance to the procurement of PPE and work wear.	N/A
Religion and belief (inc. no belief)	Many religions have social and cultural customs and traditions, which can play an important role in the life of the individual and may limit the types of materials used in the PPE i.e. not using leather.	The supplier will be able to offer a wide range of items whilst still ensure the safety of the individual, e.g. by utilising other suitable materials such as rubber boots.
Pregnancy and maternity	Special PPE and/work wear may be required for pregnant students or students during maternity to ensure PPE and/or work wear is fit for purpose.	The supplier will be able to offer a wide range of items and sizes fitting a range of body shapes.
Marriage and civil partnership	It is not envisaged that marriage and civil partnership will have an impact or relevance to the procurement of PPE and work wear.	N/A
Other identified groups (e.g. carers)	It is not envisaged that there will be any impact to carers due to the procurement of PPE and work wear.	N/A

(ii) Action Plan to obtain data and evidence for impact assessment:

Consultation with internal buyers and potential suppliers.

### Step 3: Consultation

Is a consultation required? Are the views of other people required to be sought, incase they may highlight issues arising from the implementation of this policy?

Yes

No

Please provide reasons why you did/did not offer a consultation:

This is a re-tender of the contract.

Whilst views of students have not been sought, views of buyers across the college have been sought on offering a wide range of items, sizes, and services (fitting, measuring, modification) so students are protected whilst undertaking learning.

*If 'yes', please complete the following sections.*

Analysis of the views/evidence gathered from the consultation:

Recommendation(s):

### Step 4: Decision Making

Select an option to summarise how the IA has informed your decision-making:

- 4.1 No amendment to the policy/decision is required (policy/decision is robust, with no negative impact);
- 4.2 Adjust the policy/decision (take steps to meet the general duty and reduce negative impact);
- 4.3 Implement the policy/decision without adjustment (continue despite the potential for adverse impact);
- 4.4 Stop and remove the policy/do not proceed with decision (where adverse effects are not justified and cannot be mitigated or where the policy leads to unlawful discrimination).

4.2 Adjust tender documents to minimise negative impacts.

### Step 5: Publication:

*Equality Impact Assessments must be published.*

	Does this group need to be aware of this EQIA? (tick if applicable)	How to inform this group:
Students (service users)		
Employees		
Partner organisations & stakeholders		
Other - please state:		
Are there any barriers to communication?	<input type="radio"/> Yes	<input type="radio"/> No
If 'yes', how will barriers to communication be overcome?		

### Step 6: Monitoring and Review

**How will this policy/decision be monitored to assess its impact on protected characteristics groups? E.g. will qualitative/quantitative data be collected? Survey, Student Council, Listening to Learners sessions?**

**Staff member/designation responsible for writing the monitoring report:**

**Monitoring report publication date:**

**Review date:**

(no later than 3 years after the policy/decision has been impact assessed)

Please send the completed EQIA to [equality@forthvalley.ac.uk](mailto:equality@forthvalley.ac.uk)

If you require any assistance in completing an EQIA, please contact [equality@forthvalley.ac.uk](mailto:equality@forthvalley.ac.uk)