



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.

Title of the Policy/Decision considered:	Procurement Strategy 2022 - 2025
Impact Assessed by:	Ester Vasallo
Signature(s) of assessor(s):	E Vasallo
Date of Impact Assessment:	18/05/2022

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

<ul style="list-style-type: none"> (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?
<ul style="list-style-type: none"> (i) To provide a College wide, strategic approach to procurement of goods, works and services, to identify how we will seek to improve and measure our performance, to explain to our suppliers and stakeholders how we will carry out our services. New strategic objectives needs to be set out to align them to the new College strategic plan and set out our expected outcomes for 2022 to 2025. (ii) By setting out 3 strategic objectives, outcomes, main actions, commitments and KPIs. (iii) This Strategy relates to equality because the formation of our procurement contracts need to take consideration of the Public Sector Equality Duty from the outset of the procurement process, within our specifications within our tender documents and award criteria.

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)	College students, purchasers, current suppliers and potential suppliers benefit from the publication of our Strategy.
(ii)	The new Strategy will replace our current Strategy and focuses on obtaining best value for all stakeholders.
(iii)	Not applicable.
(iv)	No one is disadvantaged. Equality considerations form part of the selection and award of suppliers and contractors as part of the Sustainable Procurement Duty and the Public Sector Equality Duty covered in the Strategy.

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.									
<table border="1"> <thead> <tr> <th>Protected Characteristic</th> <th>Evidence</th> <th>Impact (and how to minimise negative impact).</th> </tr> </thead> <tbody> <tr> <td>Disability</td> <td>Contracts have been put in place for assistive technology.</td> <td>Positive impact. Equality considerations are covered on a contract by contract basis in conjunction with stakeholders.</td> </tr> <tr> <td>Sex (man or woman)</td> <td>Sex has been taken into account for uniform contracts.</td> <td>Positive impact. Equality considerations are covered on a contract by contract basis in conjunction with stakeholders.</td> </tr> </tbody> </table>		Protected Characteristic	Evidence	Impact (and how to minimise negative impact).	Disability	Contracts have been put in place for assistive technology.	Positive impact. Equality considerations are covered on a contract by contract basis in conjunction with stakeholders.	Sex (man or woman)	Sex has been taken into account for uniform contracts.	Positive impact. Equality considerations are covered on a contract by contract basis in conjunction with stakeholders.
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Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)	Race has been taken into account for uniform contracts.	Positive impact. Equality considerations are covered on a contract by contract basis in conjunction with stakeholders.
Age	Age has been considered whilst assessing equality considerations in new contracts.	Positive impact. Equality considerations are covered on a contract by contract basis in conjunction with stakeholders.
Gender reassignment (the process of transitioning from one gender to another)	Gender reassignment has been taken into account for uniform contracts.	Positive impact. Equality considerations are covered on a contract by contract basis in conjunction with stakeholders.
Sexual orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)	Sexual orientation has been considered whilst assessing equality considerations in new contracts.	Positive impact. Equality considerations are covered on a contract by contract basis in conjunction with stakeholders.
Religion and belief (inc. no belief)	Religion and belief has been taken into account for uniform contracts.	Positive impact. Equality considerations are covered on a contract by contract basis in conjunction with stakeholders.
Pregnancy and maternity	Maternity and pregnancy have been taken into account into the implementation of contracts that can affect staff of maternity leave and in uniform contracts.	Positive impact. Equality considerations are covered on a contract by contract basis in conjunction with stakeholders.
Marriage and civil partnership	Marriage and partnership have been considered whilst assessing equality considerations in new contracts.	Positive impact. Equality considerations are covered on a contract by contract basis in conjunction with stakeholders.
Other identified groups (e.g. carers)	Other groups such as carers are identified on a contract by contract basis.	Positive impact. Equality considerations are covered on a contract by contract basis in conjunction with stakeholders.

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

Data is obtained on a contract by contract basis.

Step 3: Consultation

Is a consultation required? Are the views of other people required to be sought, in case they may highlight issues arising from the implementation of this policy?	
<input type="radio"/> Yes	<input checked="" type="radio"/> No
Please provide reasons why you did/did not offer a consultation:	
<i>If 'yes', please complete the following sections.</i>	
Analysis of the views/evidence gathered from the consultation:	
Equality considerations to be included as part of sustainable procurement.	
Recommendation(s):	
Consider equality in procurement as per the Public Sector Equality Duty and Sustainable Procurement Duty.	

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).

4.1

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)	Yes	Website
Employees	Yes	Website
Partner organisations & stakeholders	Yes	Website
Other - please state:		
Are there any barriers to communication?	<input checked="" 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? This Strategy supports contracts that will be put in place for curriculum and service departments. Those departments should monitor any impact of new contracts to protected characteristics groups where relevant.

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

If you require any assistance in completing an EQIA, please contact equality@forthvalley.ac.uk