



**EQUALITY IMPACT ASSESSMENT  
PRELIMINARY SCREENING**

School/ Department	Human Resources Department
Date	19 <sup>th</sup> April 2013

<b>Name of Policy*</b>
Performance Improvement Policy

<b>What are the aims, objectives &amp; projected outcomes?</b>	
<p>The purpose of the policy is to ensure that staff are given the opportunity to achieve and maintain appropriate standards of performance at work. This will apply to all staff of the Royal Conservatoire of Scotland.</p> <p>The Conservatoire has a responsibility and commitment to setting acceptable, achievable, realistic and measurable standards of performance. These will be expressed in clear, unambiguous and measurable terms and readily accessible to all staff in the Career Review Scheme.</p> <p>All reasonable efforts will be made to assist staff to meet the agreed standard of performance. Staff will not normally be disciplined or possibly dismissed, because of a failure to perform to required standards unless warnings and an opportunity to improve, with reasonable targets and timescales, have been given.</p> <p>Where a manager perceives poor performance by a member of staff the matter will be dealt with in accordance with the procedure outlined in the policy</p>	
This is a <b>new</b> policy	<b>N</b>
This is a <b>change</b> to an existing policy <i>(Check whether original policy was equality impact assessed. If so,</i>	<b>N</b>

\* The term 'policy' incorporates all Conservatoire procedures, processes and guidance documents

<i>review and update Action Plan).</i>	
This is an <b>existing</b> policy	<b>Y</b>

Will the policy have an impact on students, staff or members of the public?	<b>Y</b>
Are particular communities or groups likely to have different needs, experiences and/or attitudes in relation to the policy?	<b>Y</b>
Are there any aspects of the policy that could contribute to equality or inequality?	<b>Y</b>
Could the aims of the policy be in conflict with equal opportunity, elimination of discrimination, promotion of good relations?	<b>Y</b>
<p>If you answer <b>YES</b> to any of these questions, go on to the full EIA.  If you answer <b>NO</b> to all of these questions, please provide appropriate evidence and sign off.</p>	

<b>This policy was screened for impact on equalities. The following evidence has been considered. No full equality impact assessment is required.</b>	
<b>Senior Manager sign-off</b>	<b>N/A</b>
<b>Date</b>	

**Please return the completed form to Roz Caplan, Conservatoire Equality and Diversity Officer either by internal mail or by email to: [r.caplan@rcs.ac.uk](mailto:r.caplan@rcs.ac.uk)**

## FULL EQUALITY IMPACT ASSESSMENT

School/ Department	Human Resources Department
Date	19 <sup>th</sup> April 2013

### Name of Policy

Performance Improvement Policy

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## 1 SCOPING THE EIA

### 1.1 Scope of the EIA work

The policy covers all staff working within the Conservatoire and links to the Goal Setting and Career Review process which all staff are actively required to participate in.

The policy will be used by managers to deal with performance improvement.

Staff who have issues of performance, which are caused by health and or disability will not be covered by these procedures and be dealt with under separate arrangements for incapacity/capability.

Fair application of this policy will be supported through specific guidance from the HR Department.

The EIA has been conducted by the HR Department.

Failure to improve performance has potential for disciplinary action (see Disciplinary and Dismissal Policy).

## 2 COLLECTING DATA

### 2.1 What relevant quantitative and qualitative data do you have?

**This may include national research, surveys or reports, or research done by colleagues in similar areas of work.**

Please list any evidence in the boxes below (complaints, satisfaction surveys, focus groups, questionnaires, meetings, email, research interviews etc) of communities or groups having different needs, experiences or attitudes in relation to this policy/guidance/operational activity.

<b>Race</b>	Applied consistently across all staff irrespective of race. Related solely to performance in the role.
<b>Religion or belief &amp; non-belief</b>	Applied consistently across all staff irrespective of religion. Related solely to performance in the role.
<b>Disability</b>	Disability related capability or performance issues related distinctly to disability are not considered as part of this policy.
<b>Gender</b>	Possible impact on women with part-time working arrangements or those with responsibility for dependents. Could have impact on meeting deadlines, flexibility or unfavourable comparisons to full time workers.
<b>Gender Identity</b>	Applied consistently across all staff irrespective of gender identity. Related solely to performance in the role.

<b>Sexual Orientation</b>	Applied consistently across all staff irrespective of gender identity. Related solely to performance in the role.
<b>Age</b>	Possible impact on young or old employees with limited access to prior training on or off the job.

### **2.2 What are the overall trends/patterns in this data?**

For some protected characteristics there may be different levels of access, needs or experiences.

### **2.3 Please list the specific equality issues and data gaps that may need to be addressed through consultation and/or further research?**

Gender – consideration of all Career Review annual ratings to determine if a particular gender is scored remarkably higher or lower.

Age – ensure induction and training accommodates all user learning needs and a Training Needs Analysis is undertaken.

*Both for inclusion in action plan, data not currently available.*

### 3 INVOLVING AND CONSULTING STAKEHOLDERS

In this section, describe the data you have gathered through stakeholder involvement and engagement.

#### 3.1 Internal consultation and involvement:

(e.g. with other Departments, Staff (including support groups), Students etc)

The policy was considered by the Conservatoire Consultative Forum, feedback was sought and any recommendations implemented.

#### 3.2 External consultation and involvement:

(Strand-specific organisations e.g. charities, local community groups, third sector)

Benchmarking through HR Management Resources such as CIPD, Leadership Foundation.

### 4 ASSESSING IMPACT

In this section please record your assessment and analysis of the evidence. This is a key element of the EIA process as it explains how you reached your conclusions, decided on priorities, identified actions and any necessary mitigation.

#### 4.1 Assessment of the impact

There is the potential for differential adverse impact based on gender and age. This would not extend to unlawful discrimination. There is scope within the policy for staff to review and improve upon performance and explain any mitigating factors. Training and support would be available to all staff.

By applying performance improvement measures consistently across all staff, good equality of opportunity and good community relations would be promoted.

Monitoring of staff receiving sanctions as a result of the Performance Improvement Policy would be carried out annually using the statistics available to ensure that an adverse impact is not evidenced and can be mitigated against.

**Now complete the EIA Action Plan.**

## 5 ACTION PLANNING AND SIGN OFF

### 5.1 Sign-off

**Now submit your EIA and related evidence for clearance.**

<b>Date of completion of EIA</b>	19 <sup>th</sup> April 2013
<b>Compiled by</b>	Kate Donnachie
<b>Senior Manager sign-off</b>	Jackie Russell, Director of HR
<b>Date to Equality + Diversity Officer</b>	19 <sup>th</sup> April 2013
<b>Date of publication of EIA Report</b>	April 2013
<b>Review date</b>	April 2014

### 5.3 Publication and Review

Ensure that the EIA including the Action Plan are published alongside your policy/guidance/operational activity.

**IMPORTANT - Review, revise and update annually!**

## ANNEX B - Action Plan for use with Equality Impact Assessments

### TITLE

ACTION / ACTIVITY	OWNER AND INTERESTED STAKEHOLDERS	DEPENDENCIES / RISKS / CONSTRAINTS	COMPLETION DATE	PROGRESS UPDATE
Monitor sanctions given as a result of Performance Improvement	<ul style="list-style-type: none"> <li>○ Human Resources</li> <li>○ Line Managers</li> </ul>		Annually – Next review July 2013 (for sanctions given during academic session 2012/13)	