



**EQUALITY IMPACT ASSESSMENT  
PRELIMINARY SCREENING**

School/ Department	Human Resources
Date	April 2013

<b>Name of Policy*</b>
<b>RECOGNITION AND REWARD POLICY</b>

**What are the aims, objectives & projected outcomes?**

The Recognition and Reward policy details the process of awarding contribution increments and additional increments as advised by a Job Evaluation panel evaluation. This policy applies to all full-time and pro rata staff up to, and including, grade 10 of The Conservatoire’s single pay spine.

The policy is intended to ensure that any such payments are made in conjunction with the policy and to ensure equity of treatment with regard to recognition and reward of all staff.

The Career Review process will be used to inform the contribution assessment process. The award of additional increments will be solely as recommended by a Job Evaluation panel evaluation. This policy is not designed to encourage staff to work excessive hours, and decisions on the merits of applications will be based on qualitative rather than quantitative assessments.

All staff should be rewarded fairly according to their sustained contribution, including the application of new skills and of expertise developed over time in the job. The contribution payments will be made only where the outcomes are demonstrably related to Conservatoire / School / Departmental strategy.

Objective performance standards will be applied fairly and consistently. Decisions should be demonstrably based on objective evidence and, where appropriate, recognise teamwork.

This is a <b>new</b> policy	<b>No</b>
This is a <b>change</b> to an existing policy <i>(Check whether original policy was equality impact assessed. If so, review and update Action Plan).</i>	<b>No</b>
This is an <b>existing</b> policy	<b>Yes</b>

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

Will the policy have an impact on students, staff or members of the public?	<b>Yes</b>
Are particular communities or groups likely to have different needs, experiences and/or attitudes in relation to the policy?	<b>No</b>
Are there any aspects of the policy that could contribute to equality or inequality?	<b>No</b>
Could the aims of the policy be in conflict with equal opportunity, elimination of discrimination, promotion of good relations?	<b>No</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>	N/A
<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
Date	March 2013

### Name of Policy

**RECOGNITION AND REWARD POLICY**

### What are the aims, objectives & projected outcomes?

The Recognition and Reward policy details the process of awarding contribution increments and additional increments as advised by a Job Evaluation panel evaluation. This policy applies to all full-time and pro rata staff up to, and including, grade 10 of The Conservatoire's single pay spine.

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## 1 SCOPING THE EIA

### 1.1 Scope of the EIA work

The policy was initially drafted in 2008.

There is no record of this policy being discussed by the Consultative Forum.

Benchmarking against other institutions was conducted at the time the policy was drafted.

## 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>	The policy states that the “decisions on the merits of applications will be based on qualitative rather than quantitative assessments” – this could open the possibility of discrimination based on race but there is no data available to suggest this has been a concern to any individual member of staff.
<b>Religion or belief &amp; non-belief</b>	The policy states that the “decisions on the merits of applications will be based on qualitative rather than quantitative assessments” – this could open the possibility of discrimination based on religion or belief & non belief but there is no data available to suggest this has been a concern to any individual member of staff.
<b>Disability</b>	The policy states that the “decisions on the merits of applications will be based on qualitative rather than quantitative assessments” – this could open the possibility of discrimination based on disability but there is no data available to suggest this has been a concern to any individual member of staff.
<b>Gender</b>	The policy states that the “decisions on the merits of applications will be based on qualitative rather than quantitative assessments” – this could open the possibility of discrimination based on gender but there is no data available to suggest this has been a concern to any individual member of staff.
<b>Gender Identity</b>	The policy states that the “decisions on the merits of applications will be based on qualitative rather than quantitative assessments” – this could open the possibility of discrimination based on gender identity but there is no data available to suggest this has been a concern to any individual member of staff.
<b>Sexual Orientation</b>	The policy states that the “decisions on the merits of applications will be based on qualitative rather than quantitative assessments” – this could open the possibility of discrimination based on sexual orientation but there is no data available to suggest this has been a concern to any individual member of staff.

Age	The policy states that the “decisions on the merits of applications will be based on qualitative rather than quantitative assessments” – this could open the possibility of discrimination based on age but there is no data available to suggest this has been a concern to any individual member of staff.
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## 2.2 What are the overall trends/patterns in this data?

Because the decisions on the merits of applicants are based on qualitative rather than quantitative assessments care needs to be taken that there is no risk of discrimination based on protected characteristics.

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

*To assess that the risk of discrimination has been addressed, research needs to be done on the following:*

- Has the policy gone to Consultative Forum?
- What safeguards are in the policy itself?
- Do we have any records of staff complaints?
- How does our policy compare with policies in other institutions?
- What external guidance is available in this area?

**NB. Include any recommendations in your Action Plan.**

### 3 INVOLVING AND CONSULTING STAKEHOLDERS

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

#### 3.1 Internal and external consultation and Involvement:

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

##### Internal

The initial draft of this policy was written in March 2008, but there is no evidence of it being discussed by the Consultative Forum at this time.

There is limited information to suggest that any member of staff has felt unfairly treated in the awarding of increments, based on current data available.

Though the Policy makes reference to “qualitative” measures, there are safeguards in place in the wording that would aid in the consistent awarding of increments, namely the following terms:

“All staff should be rewarded fairly”

“Objective performance standards will be applied fairly and consistently”

“This procedure should be communicated to staff so that they understand its operation and the part that they and their managers play in it.”  
“All staff are eligible to be nominated or to self-nominate”

### **External**

The policy was benchmarked against similar policies such as the University of Glasgow and University of the West of Scotland. Though the general terms of the policy were similar other policies had the following in place that would help with reinforcing equality requirements:

- A standard application form
- Specific reference within the policy to equality considerations
- Examples of work that would be considered for contribution points.

External sources of information on equal pay were consulted.

[www.supportequalpay.co.uk](http://www.supportequalpay.co.uk) says that in order for an increment to be considered a “genuine material factor” justifying difference in pay rates “these should only be given on the basis of genuine progression or improvement. The specific circumstances of the case would need to be examined.”

The Equality and Human Rights Commission in their guidance on ensuring equal pay put forward several recommendations including “Consider whether the people making decisions on progression need any training to avoid pay inequity”, “Make sure that decisions on pay are properly documented” and “Transparency is a key feature of tackling equal pay problems”. The decision to award an increment is made by the Job Evaluation Panel who will have sufficient training in this area. The latter two recommendations support the introduction of an application form to be completed when a member of staff is being nominated for an additional increment.

## **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**

Though the wording of the Policy and the need for review by a trained Job Evaluation Panel appears relatively effective in reducing the opportunity for discrimination, review against external sources suggest that there should be some changes made to the policy to reinforce this.

Once these changes have been made the policy should be reviewed by the Consultative Forum as a matter of priority.

**Now complete the EIA Report and Action Plan.**

## **5 REPORT, ACTION PLANNING AND SIGN OFF**

### **5.1 EIA Report**

The EIA Report is a concise summary of the results of the full EIA. A template is provided at Annex A. A template for the action plan is at Annex B.

### **5.2 Sign-off**

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

<b>Date of completion of EIA</b>	24.04.2013
<b>Compiled by</b>	Julia Murphy
<b>Senior Manager sign-off</b>	Jackie Russell, Director of HR
<b>Date to Equality + Diversity Officer</b>	25.04.2013
<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 Report including the Action Plan are published alongside your policy/guidance/operational activity.

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

## **Annex A - Template for Equality Impact Assessment Report** **(This report should be attached to the relevant policy before publication)**

### **TITLE**

Recognition and Reward Policy

### **BACKGROUND**

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### **SCOPING THE EIA**

- *Scope of the EIA work (e.g. if linked to previous EIA or work delivered by another Government Department)*
- *Identification of beneficiaries/stakeholders*
- *Approach to data collection, stakeholder involvement, monitoring/review and publication*

### **COLLECTING DATA**

- *Quantitative and qualitative data*
- *Approach to data collection and analysis*
- *Results of consideration of existing evidence*

### **INVOLVING AND CONSULTING STAKEHOLDERS**

- *Which stakeholders/communities were involved in developing proposals*
- *What methods were used and why*
- *Summary of consultation and involvement with stakeholders*
- *Identification of different needs of each of the equality targets groups*

## **ASSESSING IMPACT**

- *Key findings from the data collection and stakeholder/community engagement*
- *Positive impacts: existing or potential*
- *Adverse impacts: existing or potential*
- *Recommendations: Describe how you will respond to the key findings by:*
  - *strengthening the potential for positive impact*
  - *removing areas that may exacerbate or engender adverse impact*
  - *including measures to mitigate any adverse impact that may occur*
  - *including measures that ensure ongoing compliance with statutory obligations*
  - *including monitoring and review arrangements (e.g. will there be a pilot? ongoing monitoring including surveys, further consultation)*
  - *ensuring continued public access to information about the policy/guidance/operational activity.*
  - *Including the Action Plan & timetable for next review*

## **ACTION PLAN**

- *Attach Action Plan as appropriate – example at Annex B*

**Action Plan based on Reward and Recognition Policy EIA**

ACTION / ACTIVITY	OWNER AND INTERESTED STAKEHOLDERS	DEPENDENCIES / RISKS / CONSTRAINTS	COMPLETION DATE	PROGRESS UPDATE
Policy to be reviewed with a view to including: <ul style="list-style-type: none"> <li>- Application Form</li> <li>- Equality Provisions</li> <li>- Examples of exceptional work</li> </ul>	HR Job Evaluation Panel Staff subject to increment	Needs to be reviewed and approved by the Consultative Form	September 2013	
<b>Policy to be reviewed by the Consultative Forum</b>	HR Job Evaluation Panel Consultative Forum Staff subject to increment		October 2013	

