

EQUALITY IMPACT ASSESSMENT

Department	HR
Policy	Continuous Feedback Policy

1. Description

The Academy seeks to empower staff to perform to the best of their abilities. Regular performance review and opportunities for professional development are key to ensure that staff are working well and in line with the Academy's mission. Performance review at the Academy was previously based on annual appraisals by line managers, but consensus was that annual appraisals on their own did not work for all departments. Performance review at the Academy is now based on annual goal setting, termly one-to-one check-in sessions and continuous feedback, supported by a new Continuous Feedback Policy document.

2. Could the policy have an adverse impact on equality? Please consider this in relation to the following protected characteristics as defined by the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnerships
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The new policy will not have an adverse impact on equality.

Continuous feedback will not be used to rank performance, to determine promotions or salary increases.

3. Does the policy provide opportunities to make a positive impact on equality?

There will be an annual objective setting review, usually in May, scheduled by the line manager for each direct report. There will also be regular and informal check-in meetings between line manager and the member of staff at least once per term but ideally more frequently. This will provide for more frequent feedback, goal setting and goal review leading to stronger performance management and trust between staff members and line managers.

The policy states that factors that have helped or hindered performance and how the staff member can become more effective, which could include those related to the protected characteristics as defined by the Equality Act 2010, will be considered as part of the process. Practical support and learning or development opportunities to help the staff member become more effective will be included. The policy states that different feedback methods may be appropriate according to individual circumstances, including short informal meetings or at desk conversations and this will help enhance equality as this will enable staff who are perhaps less confident in formal 1-1 discussions to engage in the process. Informal check-ins are an opportunity for staff member and line manager to have an open conversation about performance, goal setting, training and support needs and career development, but are not related to performance ranking, promotions or salary increase instrument. Should unsatisfactory performance be identified, this will be considered within the parameters of the Academy's Managing Poor Performance Policy, which takes account of equality issues with a more formal process.

The Academy's HR department will provide training and guidance on goal setting, one-to-ones and annual reviews to all managers, monitor implementation of the processes, produce reports for completion rates across departments and analyse reports for training needs. This will ensure consistency, transparency and have a positive impact on equality.

4. What evidence has been considered? What consultation has been undertaken?

Multiple websites, including CIPD, similar HEI sites, Adobe and HR Executive were used as a reference guide for the development of this policy. Fellow HR colleagues at conservatoires were consulted via the Conservatoires UK forum.

5. What actions have been agreed as a result of this EIA?

None, although the policy should be reviewed and revised as appropriate and according to feedback and comment from both line managers and staff involved in the continuous feedback process.

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