

Name of policy/procedure/strategy: Policy assessed: Performance and Development	
School/Directorate: Directorate of People Services	
Name of policy/procedure/strategy owner: Alison Campbell, Deputy Director of People	
Date of Assessment: 8 May 2014	
1. Briefly describe the aims, objectives and purpose of the policy/procedure/strategy.	This policy provides a framework for clarifying expectations; for providing consistent, good quality feedback about a member of staff's contribution; and for supporting their development and achievement.
2. What are the intended outcomes?	To achieve three key aims: <ol style="list-style-type: none"> 1. To create the clarity necessary to ensure that the activities of individual staff, their team and the University are aligned 2. To facilitate an on-going, constructive and open dialogue about contribution to the university and aspirational career development between staff and their managers 3. To provide support, feedback and guidance for staff in respect of their contribution to the University, their achievements and their aspirations for career and personal development.
3. Who are the main stakeholders? (e.g. staff, students, visitors)	All staff, particularly people managers.
4. How does the policy/procedure/strategy take into account different needs and circumstances (e.g. Ethnicity: cultural sensitivities, plain English; Disability: Alternate/ accessible formats; Gender: inclusive to women and men; Sexual Orientation; Faith or Belief, religious practices; Age: needs of younger and older people)?	The processes outlined in the policy are applicable to all staff, but supporting guidance for staff and managers will emphasise that application must take into account the University's Dignity at Work and Study policy. For example, reasonable adjustments must be made where required; individual learning preferences should be taken into account when agreeing how best to meet identified development needs.

<p>5. What is the likely impact on the general duty to have <i>due regard</i> to the need to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act?</p> <p><i>E.g. Is there evidence to indicate that the policy may result in less favourable treatment for particular groups?</i></p>	<p>In upholding the principle of academic freedom, there is a risk of breaching the requirements of the Equality Act 2010, the University's Dignity at Work and Study Policy, or of contravening basic human rights and values and behaviours such as dignity and respect.</p>
<p>6. What is the likely impact on the general duty to have <i>due regard</i> to the need to advance equality of opportunity between people who share a protected characteristic and people who do not share it?</p> <p><i>E.g. Is there evidence to show that the policy helps to remove disadvantage or encourages the participation of particular groups?</i></p>	<p>The above risk relating to the principle of academic freedom could also affect equality of opportunity between groups.</p> <p>Without prescriptive guidance on the allocation of development funds, there is a risk that some groups could be disadvantaged (e.g. part-time staff, maternity returners).</p>
<p>7. What is the likely impact on the general duty to have <i>due regard</i> to the need to foster good relations between people who share a protected characteristic, or not?</p> <p><i>E.g. Is there evidence to illustrate that the policy helps to tackle prejudice or promote understanding?</i></p>	<p>The above risk relating to the principle of academic freedom could also impact relations between groups.</p>

<p>8. How will any negative impact identified above be addressed?</p>	<p>Members of governance groups making decisions about teaching programmes and research areas are expected to comply with the University's Dignity at Work and Study Policy.</p> <p>Supporting guidance for managers and staff on the Performance and Development Policy will emphasise that application must take into account the University's Dignity at Work and Study policy, and will give examples of risks highlighted above.</p> <p>Perceptions of how the policy is applied to specific groups (e.g. disabled staff, part-time staff, maternity returners) will be regularly monitored through staff surveys and focus groups.</p>
<p>9. What is the overall impact rating? (Choose one rating)</p>	<p>Medium: There is some evidence that people from different groups are (or could be) differently affected (positively or negatively).</p>
<p>10. How will the results of the equality impact assessment be published?</p>	<p>The results will be published on the GCU's Equality and Diversity website, and also communicated to relevant stakeholders.</p>
<p>11. How will the implementation of the policy, procedure, strategy and its impact on equality be monitored and reviewed?</p>	<p>The Policy will be reviewed as part of GCU's annual policy review process.</p>