

Equality analysis form

Full Equality Analysis

1. Name of the activity (strategy, policy or practice etc)

Reward and Recognition project as part of the Performance 2020 programme of work.

2. What is the aim of the activity (objective or purpose)?

Our aim is to create a culture where the great work delivered by teams and individuals across UWE is celebrated, recognised and rewarded, and enabling everyone to work to their best ability and achieve the University's strategic ambitions.

This project aims to provide tangible ways for managers to recognise and reward individual and team contributions, and to motivate a culture of achieving excellence in everyday work. We aim to develop managers to understand what makes people feel valued, and the different ways in which managers can show their appreciation and recognition.

3. If amending a current activity, what changes are proposed?

There is no current overarching reward strategy or policy.

4. Who is responsible for developing and delivering the activity?

Rachel Mylrea (OD Manager), Andrea Barnes (OD Consultant), plus HRBP and OD Adviser.

5. What measures will be used to assess whether the activity is successful?

Increased staff satisfaction and engagement scores as reflected in the University's staff survey results. Greater use and application of tangible ways to recognise and reward staff (and rewards to equality groups) e.g useage of thank you cards, honorariums. Number of staff recognised through local recognition schemes operated at department or service/faculty level. Level of engagement in the staff awards.

6. Does the activity have a potentially adverse impact on equality groups, in terms of employment issues and/or service delivery for students and/or staff? In the table below, please give evidence to support your yes or no answers. If the answer is not known, indicate how you will source evidence.

Meeting the public sector equality duty

Please also use the table below to demonstrate whether the activity has the potential to eliminate unlawful discrimination, advance equality of opportunity and foster good relations.

All equality groups	Potential impact / issues (both positive and negative)	Mitigating actions or actions to further enhance positive impact	Timing and progress
1.	Staff feeling valued and recognised for their contribution at	By developing a reward strategy that provides a clear steer on the	

	work which aims to enhance overall engagement and performance at an organisational level. This will be measured by a range of metrics noted in Q 5.	range of organisational, team and individual recognition and reward that the university will engage in, with supporting guidelines for both organisational and initiatives / schemes. By involving staff (through focus groups, EEE and surveys) and seeking their views on what is important to them, this will inform future design work.	
2.	Any element in discretion in awarding rewards can be highly vulnerable to bias.	Train managers on: - unconscious bias - understand what motivates staff and how to apply this in everyday practice in a fair and transparent way.	
3.	Some forms of rewards could be inaccessible for a particular group.	In the design stage of any recognition or reward scheme, consider the implications for different groups from a recipient point of view, and how rewards may be tailored to an individual, or altered to appeal to a more diverse group.	
4.	Stereotypical assumptions related to protected characteristics could influence who will be offered opportunities and the criteria of awarding rewards (EHRC guidance).	Ensure that guidelines are produced and training provided to managers addresses the issue of fairness and avoiding unconscious bias in opportunities, recognition and rewards initiatives.	
5.	Managers are not aware of the tangible ways (initiatives) that they can recognise and reward staff.	Raise awareness through training such as High Performance Leadership programme for newly appointed managers, and HR bitesize, Espresso sessions. Refresher training for existing managers.	
6.	Managers are unable to value staff and recognise their contribution positively.	- Incorporate into appropriate manager training the importance of recognising and valuing staff, and how to do this at UWE. - Motivation wording is already incorporated into the Leadership behaviour descriptors on which leaders will be measured against. - Motivation wording is also incorporated into competency framework and job descriptions. - Selecting and recruiting talent into the organisation against leadership behaviours and competencies.	

		<ul style="list-style-type: none"> - Incorporate into new online induction programme for all staff. - PDR objective setting to include professional and leadership behaviours. 	
7.	There is a perception that rewards are given unfairly without transparency.	<p>Annual monitoring of the data e.g.</p> <ul style="list-style-type: none"> - no. and type of rewards given to individuals, teams. - reasons for reward - supporting equality data <p>Review and put in place actions to improve useage and application where appropriate.</p>	
8.	Rewards could be withheld for those who complain about about harassment or discrimination (EHRC guidance).	Include this in the guidance as this could be considered as harassment.	
Women and men 9.	Recognition and reward which offer opportunities or activities outside of normal hours of work, may exclude those with caring responsibilities.	Ensure that opportunities, activities, benefits offered as part of reward and recognition initiatives or schemes are inclusive of those with caring responsibilities.	
	If rewards have an element of 'self nomination' female staff may be less likely to self nominate.	Managers should encourage nominations from all staff. Monitoring of data (see above) should help to assess and address this potential issue.	
Part time staff 10.	Some targets may difficult or impossible for part time staff / workers to achieve.	Target setting should reflect and be adjusted to reflect the number of working hours of each member of staff.	
11.	There could be negative assumption on the commitment of part time staff.	See action 2 to 7.	
Trans people 12.	Staff survey did not show any indication that trans people have negative perceptions on Reward and Recognition, however there is limited data available for this group.	<p>Explore any ideas and issues relating to reward and recognition with LGBT staff network.</p> <p>Continue to seek information and guidance from organisations such as stonewall.</p>	
Black and minority ethnic groups 13.	BME staff are less successful in securing career development opportunities (staff compendium 2014).	<p>See action 2 to 7.</p> <p>Offer refresher training to existing managers on recruitment and selection process. Consider external and internal adverts to attract wider candidate pools.</p> <p>Ensure there is a robust process for internal opportunities.</p>	
Disabled people 14.	Any reward measures must take into account reasonable adjustments for disabled staff (EHRC guidance).	<p>Targets and measures must be realistic and achievement, and individually focused.</p> <p>Training and guidance will reflect this.</p>	

	Disabled staff were less likely to be rewarded honorariums (2013, 2014 data).	Review of honorarium scheme to consider whether there are any issues pertinent to this group to inform design and implementation of revised scheme. See action 7.	
Younger or older people 15.	There may be a difference in what is valued e.g an older person may value an enhanced pension, whereas a younger person may value career development.	Design a variety of recognition and reward options that would be valued across the age range. For team based rewards, managers will need to ensure that, on balance, the reward is of value to all.	
16.	Using length of service as a criterion for determining reward is potentially discriminatory to younger staff.	See action 2 to 7.	
People of different religion and beliefs 17.	Cultural differences in rewards e.g. bottle of wine, may not be appropriate for all groups.	Ensure that opportunities, activities, benefits offered as part of reward and recognition initiatives or schemes are inclusive of cultural differences. See action 3 and 5.	
Lesbian, gay, bisexual people 18.	There is a negative perception on fairness of pay among this group (staff survey 2014). However there is a lack of data for this group.	Explore any ideas and issues relating to reward and recognition with LGBT staff network. Continue to seek information and guidance from organisations such as stonewall.	
Marriage and civil partnership 19.	Married, civil partnered staff may be less likely to access an award that involves travel.	Ensure that opportunities, activities, benefits offered as part of reward and recognition initiatives or schemes are inclusive. See action 3 and 7.	
Pregnancy and maternity 20.	The assessment or review period for determining reward or recognition, may negatively impact those on maternity or adoptive leave.	See action 3 and 7.	

7. Please give evidence of how you have engaged equality groups in the equality analysis process. Is further engagement required?

The project will seek feedback from equality groups to gain their insights into what reward and recognition is valued which will in turn inform design work, implementation and development of training and guidance.

8. What action can be taken to mitigate any potential negative impacts or address different needs? Please comment and then complete an action plan (see appendix 1).

See above.

9. Please indicate the level of equality relevance:

High

Medium

Low

10. Equality analysis sign off:

Faculty Dean or Head of Service	Alison McIver
Faculty / service	Rachel Mylrea and Andrea Barnes
Date	26 June 2015

Please return this form to the Equality and Diversity Unit for feedback, the start of the consultation process and publication.

Equality analysis - action plan

Appendix 1

Name of activity:

Plan completed by:

Service / faculty:

Issues	Actions required	Responsible Person	Resources required	Target date	Success Indicators	What progress has been made?
Information/data required						
Consultation						
Monitoring and review arrangements						
Publication						
Other actions						

Please return form to the Equality and Diversity Unit