

Step 1 - Preparation

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| 1. | Title of Policy - what are you equality impact assessing? | The Policy for CONDUCTING PERSONAL APPRAISAL DEVELOPMENT REVIEWS (PADRs) |
| 2. | Policy Aims and Brief Description - what are its aims? Give a brief description of the Policy (The What, Why and How?) | <p>The purpose of this policy is to outline to managers and employees their responsibilities pertaining to PADR processes.</p> <p>As part of the Agenda for Change agreement annual reviews are a mandatory requirement for all staff. However, good practise indicates that the review is not a once a year event rather an ongoing development feedback process between the reviewee and reviewer (who maybe line manager or designated reviewer) culminating in a formal review. The PADR process has two core parts;</p> <ul style="list-style-type: none">○ Performance/ Personal Appraisal is the process of agreeing personal objectives and how their achievement can be measured.○ Personal development planning and review (PDP/R) is the process of defining the types and levels of skills, knowledge and behaviour that staff require in carrying out their work, assessing their current skill levels against these requirements, and then putting development plans in place to close any gaps or shortfalls. |
| 3. | Who Owns / Defines the Policy? - who is responsible for the policy/work? | All managers own the policy within the UHB however the LED who develop Appraisal training are responsible for the policy and the subsequent PSADR paperwork. |
| 4. | Who is Involved in undertaking this EqIA? - who are the key contributors to the EqIA and what are their roles in the process? | Currently the senior Team in the LED department and staff representation for the organisation. |
| 5. | Other Policies - Describe where this Policy/work fits in a wider context. Is it related to any other policies/activities that could be included in this EqIA? | <p>This policy provides the overarching set of Appraisal principles. It is linked to a wide range of other activities, procedures and policies :-</p> <ul style="list-style-type: none">• Integrated Workforce Plan for the UHB.• Integrated Education Strategy• Mandatory Training Policy• Leadership and Management Strategy• Talent management/succession planning framework <ul style="list-style-type: none">• Study leave guidance document• Staff Engagement Strategy• Preceptorship policy• Clinical Supervision policy |

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| 6. | Stakeholders - Who is involved with or affected by this Policy? | The policy applies to all staff within the UHB. Managers of staff and staff representation. |
| 7. | What factors may contribute to the outcomes of the Policy? What factors may detract from the outcomes? These could be internal or external factors. | <ul style="list-style-type: none"> • Good internal dissemination of the principals and importance of monitoring the activity of PADR. • Commitment to a fair, transparent and robust system of staff engagements with commences with the fundamental right for an annual appraisal, with clear objects set. Prioritising mandatory training first for staff development, then essential skills then professional/personal development. • Inconsistency of approach and poor implementation across NHS Wales will detract from the outcomes of the policy. |

Evidence gathering

| Equality Strand | Evidence Gathered | Does the evidence apply to the following with regard to this Policy/work? Tick as appropriate. |
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|--|---|--|---|--|---|--|---|---|---|--|---|
| <p>All strands:</p> <p>Race</p> <p>Disability</p> <p>Gender</p> <p>Sexual Orientation</p> <p>Age</p> <p>Religion or Belief</p> <p>Welsh Language</p> | <p>Think and e-KSF systems advise through consultation on the process in England Scotland and Wales</p> <p>Visiting CWM TAff and seeing their paper based systems.</p> <p>Viewing Aneurin Bevan Health Board Appraisal process</p> <p>Looking at Cardiff and Vales statistics against all other health boards in Wales</p> | <p>Eliminating Discrimination and Eliminating Harassment</p> | ✓ | <p>Promoting Equality of Opportunity</p> | ✓ | <p>Promoting Good Relations and Positive Attitudes</p> | ✓ | <p>Encouraging participation in Public Life</p> | ✗ | <p>Take account of difference even if it involves treating some individuals more favourably*</p> | ✓ |
| <p>People have a human right to: life; not to be tortured or treated in a degrading way; to be free from slavery or forced labour; to liberty; to a fair trial; not to be punished without legal authority; to respect for private and family life, home and correspondence; to freedom of thought, conscience and religion; to freedom of expression and of assembly; to marry and found a family and to not be discriminated against in relation to any of the rights contained in the European Convention.</p> | | | | | | | | | | | |
| <p>Human Rights</p> | <p>The referenced Appraisal guidance from other organisations throughout Wales provides a commentary over time on the applicability of such a policy in the context of both equality and human rights legislation and concludes that the existence and implementation of such a policy is the right process for the UHB to undertake.</p> | | | | | | | | | | |

| Equality Strand | Evidence: Existing evidence to suggest some groups affected. Gathered from Step 2. (See Scoring Chart A) | Potential Impact: Nature, profile, scale, cost, numbers affected, significance. Insert one overall score (See Scoring Chart B) | Decision: Multiply 'evidence' score by 'potential impact' score. (See Scoring Chart C) |
|--------------------|--|---|--|
| Race | 1 | 0 | 0 |
| Disability | 1 | 0 | 0 |
| Gender | 1 | 0 | 0 |
| Sexual Orientation | 1 | 0 | 0 |
| Age | 1 | 0 | 0 |
| Religion or Belief | 1 | 0 | 0 |
| Welsh Language | 1 | 0 | 0 |
| Human Rights | 1 | 0 | 0 |

Scoring Chart A: Evidence Available

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| 3 | Existing data/research |
| 2 | Anecdotal/awareness data only |
| 1 | No evidence or suggestion |
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Scoring Chart B: Potential Impact

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| -3 | High negative |
| -2 | Medium negative |
| -1 | Low negative |
| 0 | No impact |
| +1 | Low positive |
| +2 | Medium positive |
| +3 | High positive |

Scoring Chart C: Impact Decision

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| -6 to -9 | High Impact (H) |
| -3 to -5 | Medium Impact (M) |
| -1 to -2 | Low Impact (L) |
| 0 | No Impact (N) |
| 1 to 9 | Positive Impact (P) |
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FORM 4: (Part A) Outcome Report

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| Policy Title: | The Policy for CONDUCTING PERSONAL APPRAISAL DEVELOPMENT REVIEWS (PADRs) |
| Organisation: | Cardiff and Vale UHB |
| Name: | Head of Learning Education and Development |
| Summary of Assessment: | <p>The body of evidence supporting this policy concludes that its existence and application is required, lawful, appropriate and non-discriminatory.</p> <p>Our assessment as applicable to the UHB is that there is no impact and that Managers are given this policy to adhere to in their departments to use with their staff . Staff can also refer to this document for clarity of the process.</p> <p>It is vital that the public are aware of the existence of such a policy as it protects the patients and citizens that access all our services by ensuring our staff are appropriately prepared and appraised with appropriate development offered.</p> <p>It is also vital for the NHS to communicate the existence of the policy as widely as possible, to engage with the staff on how it will be applied and to listen and respond to concerns and feedback.</p> |
| Decision to Proceed to Part B Equality Impact Assessment: | <p>Yes</p> <p>Given the importance of this policy – and the assessment summary above which indicates the need for wide public awareness and understanding – it has been agreed to ensure Code Champions work with the LED department to use every opportunity to raise the profile of Appraisal within their clinical and non clinical areas to ensure managers are reminded of the targets of appraisals they have to meet to comply with this policy. All Staff have the right to have an appraisal once a year by their manager.</p> |

Action Plan

You are advised to use the template below to detail any actions that are planned following the completion of Part A or Part B of the EqIA Toolkit. You should include any remedial changes that have been made to reduce or eliminate the effects of potential or actual adverse impact, as well as any arrangements to collect data or undertake further research.

| | Action(s) proposed or taken | Reasons for action(s) | Who will benefit? | Who is responsible for this action(s)? | Timescale |
|---|--|---|------------------------------|---|------------------|
| What changes have been made as a result of the EqIA? | Champions for Appraisals have been initiated in all divisions | Correspondence on targets go to these champions and managers to ensure a wider breadth of staff are aware | Staff, managers from the UHB | Head of the LED department | Oct 2012 |
| Where a Policy may have differential impact on certain groups, state what arrangements are in place or are proposed to mitigate these impacts? | N/A | | | | |
| Justification: For when a policy may have adverse impact on certain groups, but there is good reason not to mitigate. | N/A | | | | |
| Describe any mitigating actions taken? | N/A | | | | |
| Provide details of any actions planned or taken to promote equality . | All staff accessing in-house study will be asked if they have had a PADR and completed their mandatory training before they can attend | To ensure all staff get the message that if training isn't on your PADR then you cannot access it. | All UHB staff | LED department and divisions to ensure appropriate training referrals | Dec 2012 |

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| Date: | Sept 2011 |
| Monitoring Arrangements: | The policy will be reviewed regularly in response to new guidance nationally to ensure its continued relevance and alignment with other organisations. |
| Review Date: | July 2014 |
| Signature of All Parties: | Lesley Jones |

