



**EQUALITY IMPACT ASSESSMENT
PRELIMINARY SCREENING**

School/ Department	HR Department
Date	March 2011

Name of Policy*
SUPPORT FOR FURTHER AND HIGHER QUALIFICATIONS

What are the aims, objectives & projected outcomes?	
<p>The Royal Conservatoire of Scotland welcomes staff development at all levels and is committed to offer the necessary support to all staff accordingly.</p> <p>This policy outlines the process that all members of staff must go through in order to access Conservatoire assistance for attaining further and higher qualifications.</p> <p>The policy aims to ensure transparency in decisions made on all requests, including details of the appeals process where appropriate.</p>	
This is a new policy	Y/N
This is a change to an existing policy <i>(Check whether original policy was equality impact assessed. If so, review and update Action Plan).</i>	Y/N
This is an existing policy	Y/N

Will the policy have an impact on students, staff or members of the public?	Y/N
Are particular communities or groups likely to have different needs, experiences and/or attitudes in relation to the policy?	Y/N
Are there any aspects of the policy that could contribute to equality or inequality?	Y/N
Could the aims of the policy be in conflict with equal opportunity,	Y/N

* The term 'policy' incorporates all Conservatoire procedures, processes and guidance documents

elimination of discrimination, promotion of good relations?	
<p>If you answer <u>YES</u> to any of these questions, go on to the full EIA. If you answer <u>NO</u> to all of these questions, please provide appropriate evidence and sign off.</p>	

<p>This policy was screened for impact on equalities. The following evidence has been considered. No full equality impact assessment is required.</p>	
<p>N/A</p>	
Senior Manager sign-off	
Date	

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

FULL EQUALITY IMPACT ASSESSMENT

School/ Department	HR Department
Date	March 2011

Name of Policy
SUPPORT FOR FURTHER AND HIGHER QUALIFICATIONS

What are the aims, objectives & projected outcomes?
<p>The Royal Conservatoire of Scotland welcomes staff development at all levels and is committed to offer the necessary support to all staff accordingly.</p> <p>This policy outlines the process that all members of staff must go through in order to access Conservatoire assistance for attaining further and higher qualifications.</p> <p>The policy aims to ensure transparency in decisions made on all requests, including details of the appeals process where appropriate.</p>

1 SCOPING THE EIA

1.1 Scope of the EIA work
<p>The policy potentially covers all members of staff, although the criteria for application are clearly specified within the policy.</p> <p>Members of staff who apply for funding complete an application form. This can then be cross referenced with the data held on the HR system to identify those equality strands for which we hold information and where the individual has disclosed.</p>

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.

Race	The Conservatoire employs staff from a variety of races, and where the information has been provided by the staff member, it will be possible to report on application and success levels and where appropriate the use of the appeals process.
Religion or belief & non-belief	The Conservatoire employs staff from a variety of religions (and of no religion), and where the information has been provided by the staff member, it will be possible to report on application and success levels and where appropriate the use of the appeals process
Disability	Where a disabled member of staff has declared their status, it will be possible to report on application and success levels and where appropriate the use of the appeals process
Gender	Gender data is recorded so it will be possible to report on application and success levels and where appropriate the use of the appeals process
Gender Identity	We do not currently hold data on this protected characteristic
Sexual Orientation	We do not currently hold data on this protected characteristic
Age	Age data is recorded so it will be possible to report on application and success levels and where appropriate the use of the appeals process

2.2 What are the overall trends/patterns in this data?

Due to the relatively low number of applications (ie on average 3 per year), there are no trends on which to report

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

None

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

This policy is overseen by the Staff Development Committee, and the membership have been involved in policy development and enhancement.

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

No adverse impact identified.

5. SIGN OFF

5.1 Sign-off

Date of completion of EIA	October 2011
Compiled by	Roz Caplan
Senior Manager sign-off	Jackie Russell
Date to Equality + Diversity Officer	October 2011
Date of publication of EIA Report	November 2011
Review date	October 2012

5.2 Publication and Review

Ensure that the EIA is published alongside your policy/guidance/operational activity.