

DIVERSITY IMPACT ASSESSMENT

Title of policy/procedure: Learning and Development December 2006
Policy author/assessor: Alison Clements
Department: HR
Date of assessment: June 2006

PART ONE

Aims of the Policy/Function

1.1 Identify the aims of the policy or function

The policy sets out the way in which Thames Valley Police (TVP) will operate to meet the training needs of the Force in accordance with the TVP Learning and Development Strategy and with strategic guidance such as Home Office Circulars. The policy sets out how training throughout TVP will provide a consistent and quality service.

The policy sits within the Training Strategy and has the same overarching vision: To provide a fully competent, professional, well motivated and diverse workforce capable of delivering a first class policing service.

1.2 Which individuals and organisations are likely to have an interest in or likely to be affected by the policy or function?

All staff
Human Resource and Personnel staff
Staff Associations – Unison and Police Federation

Home Office
APA – Association of Police Authorities
ACPO – Association of Chief Police Officers
TVPA - Thames Valley Police Authority
HMIC – Her Majesty's Inspectorate of Constabulary

Age

Disability														
Faith or Religion Force Chaplain and team														
Gender (including transgender) BAWP – British Association for Women Police Officers														
Race BPA – Black Police Association														
Sexual Orientation GPA - Gay Police Association														
Evidence														
2.1 What quantitative information is available about the subject matter of the policy/function and its effect on each diversity target group?														
Age														
Age makeup of staff within TVP (April 2007)														
Age Range	Police	%	P Staff	%	PCSO	%	Spec	%	Temp	%	Vol	%	Grand Total	%
0	0	0.0%	16	0.5%	0	0.0%	0	0.0%	162	29.4%	160	35.2%	338	3.8%
16–24	286	6.6%	231	7.8%	70	28.5%	80	26.8%	58	10.5%	42	9.2%	767	8.7%
25–34	1543	35.6%	763	25.8%	59	24.0%	80	26.8%	109	19.8%	30	6.6%	2584	29.2%
35–44	1498	34.6%	756	25.5%	71	28.9%	86	28.9%	93	16.9%	48	10.5%	2552	28.9%
45–54	969	22.4%	683	23.1%	37	15.0%	45	15.1%	84	15.2%	55	12.1%	1873	21.2%
55–64	37	0.9%	512	17.3%	9	3.7%	7	2.3%	45	8.2%	120	26.4%	730	8.3%
Grand Total	4333	100%	2961	100%	246	100%	298	100%	551	100%	455	100%	8844	100%
Data is collected on age on applications for support for study.														
Disability														
The below table indicates the number of staff within TVP who have indicated whether they have a disability (April 2007).														

Disabled	Police	%	P Staff	%	PCSO	%	Spec	%	Temp	%	Vol	%	Grand Total	%
Yes	13	0.3%	19	0.6%	1	0.4%	0	0.0%	1	0.2%	10	2.2%	44	0.5%
No	4320	99.7%	2942	99.4%	245	99.6%	298	100.0%	550	99.8%	445	97.8%	8800	99.5%
Grand Total	4333	100%	2961	100%	246	100%	298	100%	551	100%	455	100%	8844	100%

Data on disability is now being collected on applications for support for study.

Faith or Religion

None found

Data on Faith or religion is now being collected on applications for support for study.

Gender (including transgender)

Gender makeup of staff within TVP (April 2007)

Gender	Police	%	P Staff	%	PCSO	%	Spec	%	Temp	%	Vol	%	Grand Total	%
Female	1156	26.7%	1884	63.6%	119	48.4%	101	33.9%	248	45.0%	255	56.0%	3763	42.5%
Male	3177	73.3%	1077	36.4%	127	51.6%	197	66.1%	291	52.8%	199	43.7%	5068	57.3%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	2.2%	1	0.2%	13	0.1%
Grand Total	4333	100%	2961	100%	246	100%	298	100%	551	100%	455	100%	8844	100%

Data is collected on gender on applications for support for study.

Race

TVP monitors ethnicity and training across Police Officers, Police Staff and Special Constabulary Officers.

Current ethnic makeup of staff within TVP (April 2007)														
Ethnic Grp	Police	%	P Staff	%	PCSO	%	Spec	%	Temp	%	Vol	%	Grand Total	%
Any Other Asian Background	9	0.2%	3	0.1%	1	0.4%	2	0.7%	3	0.5%	6	1.3%	24	0.3%
Any Other Black Background	4	0.1%	2	0.1%	0	0.0%	0	0.0%	1	0.2%	1	0.2%	8	0.1%
Any Other Mixed Background	26	0.6%	16	0.5%	0	0.0%	0	0.0%	1	0.2%	0	0.0%	43	0.5%
Any Other White Background	97	2.2%	56	1.9%	10	4.1%	7	2.3%	5	0.9%	17	3.7%	192	2.2%
Bangladeshi	0	0.0%	2	0.1%	0	0.0%	0	0.0%	0	0.0%	2	0.4%	4	0.0%
Black African	6	0.1%	3	0.1%	0	0.0%	0	0.0%	0	0.0%	3	0.7%	12	0.1%
Black Caribbean	23	0.5%	12	0.4%	1	0.4%	2	0.7%	0	0.0%	2	0.4%	40	0.5%
Chinese	2	0.0%	7	0.2%	0	0.0%	1	0.3%	0	0.0%	1	0.2%	11	0.1%
Indian	35	0.8%	44	1.5%	5	2.0%	4	1.3%	0	0.0%	10	2.2%	98	1.1%
Not Stated	151	3.5%	48	1.6%	1	0.4%	0	0.0%	9	1.6%	19	4.2%	228	2.6%
Other Ethnic Group	6	0.1%	7	0.2%	1	0.4%	0	0.0%	2	0.4%	5	1.1%	21	0.2%
Pakistani	13	0.3%	11	0.4%	3	1.2%	5	1.7%	0	0.0%	12	2.6%	44	0.5%
White and Asian	13	0.3%	3	0.1%	1	0.4%	3	1.0%	1	0.2%	1	0.2%	22	0.2%

White and Black African	7	0.2%	3	0.1%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	11	0.1%
White and Black Caribbean	20	0.5%	11	0.4%	2	0.8%	2	0.7%	0	0.0%	1	0.2%	36	0.4%
White British	3869	89.3%	2695	91.0%	218	88.6%	269	90.3%	70	12.7%	367	80.7%	7488	84.7%
White Irish	52	1.2%	34	1.1%	2	0.8%	2	0.7%	1	0.2%	3	0.7%	94	1.1%
#N/A	0	0.0%	4	0.1%	0	0.0%	1	0.3%	458	83.1%	5	1.1%	468	5.3%
Grand Total	4333	100%	2961	100%	246	100%	298	100%	551	100%	455	100%	8844	100%

Total Population Figures	(relate to 2001 census estimates)				
	White	%	Ethnic Minority	%	Total
Berkshire East	362298	86%	58740	14%	421038
Berkshire West	437786	93%	31810	7%	469596
Buckinghamshire	479060	93%	37725	7%	516785
Milton Keynes	207055	92%	19202	8%	226257
Oxfordshire	605490	95%	29443	5%	634933
Thames Valley	2091689	92%	176920	8%	2268609

Ethnicity data is collected across the number of training courses completed, High Potential Development Scheme (HPDS) applications and applications for support for study.

Sexual Orientation
None found

2.2 What **qualitative** information is available about the subject matter of the policy/function and its effect on each diversity target group?

The research shows there is less investment in the skills of part-time workers. Both female and male part-time workers receive 40 %

less training than their full-time counterparts (Francesconi and Gosling, 2005). This lack of training may have important consequences for their future earnings capacity (Olsen and Walby, 2004). The skills gap between part-time and full-time workers is growing (Walby and Olsen, 2002). This lack of investment represents a real loss of opportunity for both employer and employee. Initial research indicates that somewhere between a third and a half of part time workers are working in jobs that are below their potential.

There are 7.4 million part-time workers in the UK (ONS, 2004a). 78% of all part-time workers are women. However the number of male part-timers aged 23 to 59 has trebled over the period 1986 to 2003. Male part-timers are concentrated in the youngest and the oldest age groups. Men from black and ethnic minorities are twice as likely to be in part-time employment as white men. Data from EOCs publication – Part-time is no crime so why the penalty (Feb 2005) [Equal Opportunities Commission web site, Accessed June 2007].

There remains inequality in learning provision. Those with higher levels of qualifications are more likely to receive training, as are those in younger age groups. Part-time workers are as likely to receive training as their full-time counterparts, yet the evidence suggests they receive marginally fewer days per year. (CIPD – Who Learns at Work Survey 2005).

Age

See above

Disability

None found

Faith or Religion

None found

Gender (including transgender)

See above

Race

See above

Sexual Orientation

None found

2.3 What are the gaps in the available data?

Age

Not applicable

Disability

There are gaps in both quantitative and qualitative data in relation to disability.

Faith or Religion

There are gaps in both quantitative and qualitative data in relation to faith and religion

Gender (including transgender) Not applicable
Race Not applicable
Sexual Orientation There are gaps in both quantitative and qualitative data in relation to sexual orientation.
2.4 Have you considered doing new research? If not, state why not.
Age Not at this stage. The Race and Diversity Learning and Development Strategy is attempting to address this issue.
Disability Not at this stage. The Race and Diversity Learning and Development Strategy is attempting to address this issue.
Faith or Religion Not at this stage. The Race and Diversity Learning and Development Strategy is attempting to address this issue.
Gender (including transgender) Not at this stage. The Race and Diversity Learning and Development Strategy is attempting to address this issue.
Race Not at this stage. The Race and Diversity Learning and Development Strategy is attempting to address this issue.
Sexual Orientation Not at this stage. The Race and Diversity Learning and Development Strategy is attempting to address this issue.
Assess the likely impact – negative impact
3.1 From the information available, and your knowledge and experience of the policy or function, could it (if properly followed) have a negative impact on any one of the diversity target groups? State how. There is potential for indirect negative impact on staff who work flexibly or part-time. See 2.1 above.
Age Not directly in the policy or function, however, should TVP not consider the needs of flexible/part-time workers there is potential for an indirect negative impact.
Disability Not in the policy or function.
Faith or Religion Not in the policy or function.
Gender (including transgender) Not directly in the policy or function, however, should TVP not consider the needs of flexible/part-time workers there is potential for

an indirect negative impact
Race Not directly in the policy or function, however, should TVP not consider the needs of flexible/part-time workers there is potential for an indirect negative impact
Sexual Orientation Not in the policy or function.
3.2 If the answer to 3.1 is yes, is there any negative impact which is intended or justified under law? Explain.
Age No
Disability Not applicable
Faith or Religion Not applicable
Gender (including transgender) No
Race No
Sexual Orientation Not applicable
3.3 If the answer to 3.1 is yes, explain any negative impact which you feel is justifiable in order to achieve the overall policy/function aims. Give examples.
Age It may not be practically or financially possible to address the specific, individual needs of all staff, however, consideration should be made.
Disability Not applicable
Faith or Religion Not applicable
Gender (including transgender) It may not be practically or financially possible to address the specific, individual needs of all staff, however, consideration should be made.

Race It may not be practically or financially possible to address the specific, individual needs of all staff, however, consideration should be made.
Sexual Orientation Not applicable
3.4 Are there other factors that might explain the negative impact?
Age Not applicable
Disability Not applicable
Faith or Religion Not applicable
Gender (including transgender) Not applicable
Race Not applicable
Sexual Orientation Not applicable
Assess the likely impact – positive impact
<p>4.1 Could the policy or function have a positive impact on any of the diversity target groups, by promoting equality or improving relations between those groups and other employees or service users outside each group? Say how.</p> <p>At 3.1.2 the policy states: “Consideration is given to Human Rights, Race, Diversity and Equality issues at all stages of the training cycle with the involvement of the community where appropriate.” and at 5.5.7 “Whilst participating in any learning event Force polices such as Respect in the Workplace and health and Safety will be complied with.....”</p> <p><u>Race and Diversity Learning and Development Strategy 2005/08</u></p> <p>The Learning and Development Policy is linked to the Race and Diversity Learning and Development Strategy 2005/08. The aim of the strategy is to improve organisational performance in the areas of race, gender, sexual orientation, disability, age, religion and belief; covering Race and Diversity learning and development needs of staff.</p>

<p>In line with the Home Office Race and Diversity Training Programme 2004 TVP will be working towards all staff being assessed against the National Occupational Standard 1A4 by 2009. (Foster People's Equality, Diversity and Rights).</p> <p>Elements of Race and Diversity training can be found throughout the Learning and Development programme delivered by TVP and Centrex.</p>
<p>Age As above.</p>
<p>Disability As above.</p>
<p>Faith or Religion As above.</p>
<p>Gender (including transgender) As above.</p>
<p>Race As above.</p>
<p>Sexual Orientation As above.</p>
<p>4.2 If there is no evidence that the policy or function promotes equality or improves relations between diversity target groups and other people, what amendments could be made to achieve this? If there are no such amendments, please say so. The policy could state that individual's specific needs will be considered e.g. staff working part time or shift workers; adjustments for staff with disabilities. The support given can be as simple as advising staff to talk with their manager (e.g. adjusting work times/days to coincide with training activities) and/or the L&D Department (specific venue or learning material requirements).</p> <p>If TVP is to analyse policy impact upon diversity groups, data will need to be collected and analysed.</p>
<p>Age As above</p>
<p>Disability As above</p>
<p>Faith or Religion As above</p>
<p>Gender (including transgender) As above</p>

Race As above
Sexual Orientation As above
Amendments to policy
5.1 Which diversity target groups were identified as being negatively affected by the policy or function? Summarise the negative impact for each group (you may do so by reference to your answers at 3.1 above if appropriate)
Age See 3.1 above
Disability Not applicable
Faith or Religion Not applicable
Gender (including transgender) See 3.1 above
Race See 3.1 above
Sexual Orientation Not applicable
5.2 Have you removed or reduced the possibility of negative impact by making changes to the policy or function? Explain what changes were made.
Age David Backhouse to consider at next policy review
Disability David Backhouse to consider at next policy review
Faith or Religion Faith or religion to be added to the monitoring form
Gender (including transgender) David Backhouse to consider at next policy review
Race David Backhouse to consider at next policy review
Sexual Orientation

David Backhouse to consider at next policy review
5.3 If changes were considered but not made, explain why this was the case.
Age Awaiting policy review
Disability Awaiting policy review
Faith or Religion Awaiting policy review
Gender (including transgender) Awaiting policy review
Race Awaiting policy review
Sexual Orientation Awaiting policy review
5.4 If the possibility of negative impact remains despite amendments, explain why implementing the policy is justifiable to meet the wider policy aims. What alternative options have you considered for delivering the policy or function's aims?
Age Not applicable
Disability Not applicable
Faith or Religion Not applicable
Gender (including transgender) Not applicable
Race Not applicable
Sexual Orientation Not applicable

IMPACT LEVEL – (CONSULTATION)							
	Scoring	Age	Disability	Faith or Religion	Gender (and transgender)	Race	Sexual Orientation
Does the policy or function affect TVP staff?(i.e. officers or staff)	Yes = 1 No = 0 Comments	1	1	1	1	1	1
Does the policy or function affect the public served by TVP?	Yes = 1 No = 0 Comments	0	0	0	0	0	0
Does the policy or function involve the use of a statutory power?	Yes = 1 No = 0 Comments	0	0	0	0	0	0
Does the policy, when properly followed, allow for the exercise of discretion by the person implementing it?	Yes = 1 No = 0 Comments	1	1	1	1	1	1
Do you perceive the function to be politically or socially sensitive?	Yes = 2 No = 0 Comments	0	0	0	0	0	0

Insert your answer to <u>Question 3.1</u> above (Yes/No)	Yes = 2 No = 0 Comments	1	0	0	1	1	0
Insert your answer to <u>Question 3.2</u> above (Yes/Partly/No)	Yes = -2 Partly = -1 No = 0 Comments	0	0	0	0	0	0
Insert your answer to <u>Question 5.2</u> above (Yes/Partly/No)	Yes = -2 Partly = -1 No = 0 Comments	0	0	0	0	0	0
Insert your answer to <u>Question 4.1</u> above (Yes/No)	Yes = -1 No = 0 Comments	-1	-1	-1	-1	-1	-1
Add your scores for each column	Total score	2	1	1	2	2	1
Impact Level:	1-3 = Low 4-5 = Medium 6-8 = High	Low	Low	Low	Low	Low	Low

PART TWO

Monitoring

7.1 Make monitoring arrangements

Will monitoring be at force, BCU/ Dept level? Monitoring means scrutinising, following up and evaluating the policy/function
It should be comprehensive enough to inform future policy making and development.

The policy document will be reviewed annually. The review will take into account the following criteria: changes in legislation; court rulings – domestic, European and Human Rights; changes in guidance laid down by The Home Office, The Health and Safety Commission and other such professional institutes; changes in Home Office Circulars; developments with ACPO Policy Unit; Representations made by individuals and relevant groups.

Diversity impact will be considered at each review.

Age

As above

Disability

As above

Faith or Religion

As above

Gender (including transgender)

As above

Race

As above

Sexual Orientation

As above