

## DIVERSITY IMPACT ASSESSMENT

Title of policy/procedure: Support for Study December 2006
Policy author/assessor: Alison Clements
Department: HR
Date of assessment: June 2006

<b>PART ONE</b>
<b>Aims of the Policy/Function</b>
<p><b>1.1</b> Identify the aims of the policy or function</p> <p>The intention of this policy is to provide financial assistance and/or study time to individuals pursuing learning for the purpose of professional development in the subjects relevant to their duties and to the organisation.</p> <p>This policy is linked to 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.</p>
<p><b>1.2</b> Which individuals and organisations are likely to have an interest in or likely to be affected by the policy or function?</p> <p>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</p>
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														
<b>Evidence</b>														
<b>2.1</b> What <b>quantitative</b> 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%

**TVP Study Sponsorship Scheme Applicants**

**Post Entry**

Equal Opportunities Monitoring - New Applicants in 2006/7			Equal Opportunities Monitoring New Applicants in 2005/6			Equal Opportunities Monitoring New Applicants in 2004/5		
Age			Age			Age		
16-20	0	0%	16-20	0	0%	16-20	0	0%
21-30	3	37%	21-30	9	69%	21-30	1	10%
31-40	1	13%	31-40	3	23%	31-40	6	60%
41-50	2	25%	41-50	1	8%	41-50	3	30%
51+	2	25%	51+	0	0%	51+	0	0%
Not stated	0	0%	Not stated	0	0%	Not stated	0	0%
	8			13			10	

**TVP Study Sponsorship Scheme Applicants**

Equal Opportunities Monitoring 2006/7			Equal Opportunities Monitoring 2005/6			Equal Opportunities Monitoring 2004/5		
Age			Age			Age		
16-20	0	0%	16-20	0	0.0%	16-20	0	0.0%
21-30	14	27.5%	21-30	19	32.2%	21-30	4	12.9%
31-40	18	35.3%	31-40	12	20.3%	31-40	14	45.2%
41-50	16	31.4%	41-50	22	37.3%	41-50	9	29.0%
51+	2	3.9%	51+	5	8.5%	51+	3	9.7%
Not stated	1	2.0%	Not stated	1	1.7%	Not stated	1	3.2%
	51			59			31	

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%

Faith or Religion  
None found

Race

**TVP Study Sponsorship Scheme Applicants**

**Post Entry**

Equal Opportunities Monitoring - New Applicants in 2006/7			Equal Opportunities Monitoring New Applicants in 2005/6			Equal Opportunities Monitoring New Applicants in 2004/5		
Gender			Gender			Gender		
Male	1	13%	Male	1	8%	Male	2	20%
Female	7	87%	Female	12	92%	Female	8	80%
	8			13			10	

**TVP Study Sponsorship Scheme Applicants**

Equal Opportunities Monitoring 2006/7			Equal Opportunities Monitoring 2005/6			Equal Opportunities Monitoring 2004/5		
Gender			Gender			Gender		
Male	23	45%	Male	31	53%	Male	18	58.1%
Female	28	55%	Female	28	47%	Female	13	41.9%
	51			59			31	

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%	<b>24</b>	<b>0.3%</b>
Any Other Black Background	4	0.1%	2	0.1%	0	0.0%	0	0.0%	1	0.2%	1	0.2%	<b>8</b>	<b>0.1%</b>
Any Other Mixed Background	26	0.6%	16	0.5%	0	0.0%	0	0.0%	1	0.2%	0	0.0%	<b>43</b>	<b>0.5%</b>
Any Other White Background	97	2.2%	56	1.9%	10	4.1%	7	2.3%	5	0.9%	17	3.7%	<b>192</b>	<b>2.2%</b>
Bangladeshi	0	0.0%	2	0.1%	0	0.0%	0	0.0%	0	0.0%	2	0.4%	<b>4</b>	<b>0.0%</b>
Black African	6	0.1%	3	0.1%	0	0.0%	0	0.0%	0	0.0%	3	0.7%	<b>12</b>	<b>0.1%</b>
Black Caribbean	23	0.5%	12	0.4%	1	0.4%	2	0.7%	0	0.0%	2	0.4%	<b>40</b>	<b>0.5%</b>
Chinese	2	0.0%	7	0.2%	0	0.0%	1	0.3%	0	0.0%	1	0.2%	<b>11</b>	<b>0.1%</b>
Indian	35	0.8%	44	1.5%	5	2.0%	4	1.3%	0	0.0%	10	2.2%	<b>98</b>	<b>1.1%</b>
Not Stated	151	3.5%	48	1.6%	1	0.4%	0	0.0%	9	1.6%	19	4.2%	<b>228</b>	<b>2.6%</b>
Other Ethnic Group	6	0.1%	7	0.2%	1	0.4%	0	0.0%	2	0.4%	5	1.1%	<b>21</b>	<b>0.2%</b>
Pakistani	13	0.3%	11	0.4%	3	1.2%	5	1.7%	0	0.0%	12	2.6%	<b>44</b>	<b>0.5%</b>

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%
<b>Grand Total</b>	<b>4333</b>	<b>100%</b>	<b>2961</b>	<b>100%</b>	<b>246</b>	<b>100%</b>	<b>298</b>	<b>100%</b>	<b>551</b>	<b>100%</b>	<b>455</b>	<b>100%</b>	<b>8844</b>	<b>100%</b>

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	
<b>Thames Valley</b>	<b>2091689</b>	<b>92%</b>	<b>176920</b>	<b>8%</b>	<b>2268609</b>	

**TVP Study Sponsorship Scheme Applicants  
Post Entry**

Equal Opportunities Monitoring - New Applicants in 2006/7

Equal Opportunities Monitoring New Applicants in 2005/6

Equal Opportunities Monitoring New Applicants in 2004/5

Ethnic Origin		Ethnic Origin		Ethnic Origin	
British	8	100%	British	12	92.30
				British	10
					100%

					%			
Irish	0	0%	Irish	0	0%	Irish	0	0%
Any other White background	0	0%	Any other White background	1	7.60%	Any other White background	0	0%
White and Black Caribbean	0	0%	White and Black Caribbean	0	0%	White and Black Caribbean	0	0%
White and Black African	0	0%	White and Black African	0	0%	White and Black African	0	0%
White Asian	0	0%	White Asian	0	0%	White Asian	0	0%
Any other mixed background	0	0%	Any other mixed background	0	0%	Any other mixed background	0	0%
Indian	0	0%	Indian	0	0%	Indian	0	0%
Pakistani	0	0%	Pakistani	0	0%	Pakistani	0	0%
Bangladeshi	0	0%	Bangladeshi	0	0%	Bangladeshi	0	0%
Any other Asian background	0	0%	Any other Asian background	0	0%	Any other Asian background	0	0%
Caribbean	0	0%	Caribbean	0	0%	Caribbean	0	0%
African	0	0%	African	0	0%	African	0	0%
Any other Black background	0	0%	Any other Black background	0	0%	Any other Black background	0	0%
Chinese	0	0%	Chinese	0	0%	Chinese	0	0%
Any other background	0	0%	Any other background	0	0%	Any other background	0	0%
Not stated	0	0%	Not stated	0	0%	Not stated	0	0%
	8			13			10	

### TVP Study Sponsorship Scheme Applicants

Equal Opportunities Monitoring  
2006/7

Equal Opportunities Monitoring  
2005/6

Equal Opportunities Monitoring  
2004/5

Ethnic Origin			Ethnic Origin			Ethnic Origin		
British	43	84.3%	British	51	83.6%	British	26	83.9%
Irish	1	2.0%	Irish	2	3.3%	Irish	0	0.0%
Any other White background	2	3.9%	Any other White background	3	4.9%	Any other White background	1	3.2%
White and Black Caribbean	0	0.0%	White and Black Caribbean	1	1.6%	White and Black Caribbean	1	3.2%
White and Black African	2	3.9%	White and Black African	1	1.6%	White and Black African	0	0.0%
White Asian	0	0.0%	White Asian	0	0.0%	White Asian	0	0.0%
Any other mixed background	0	0.0%	Any other mixed background	0	0.0%	Any other mixed background	2	6.5%
Indian	3	5.9%	Indian	2	3.3%	Indian	0	0.0%
Pakistani	0	0.0%	Pakistani	0	0.0%	Pakistani	0	0.0%
Bangladeshi	0	0.0%	Bangladeshi	0	0.0%	Bangladeshi	0	0.0%

Any other Asian background	0	0.0%	Any other Asian background	0	0.0%	Any other Asian background	0	0.0%
Caribbean	0	0.0%	Caribbean	0	0.0%	Caribbean	0	0.0%
African	0	0.0%	African	0	0.0%	African	0	0.0%
Any other Black background	0	0.0%	Any other Black background	0	0.0%	Any other Black background	0	0.0%
Chinese	0	0.0%	Chinese	0	0.0%	Chinese	0	0.0%
Any other background	0	0.0%	Any other background	0	0.0%	Any other background	0	0.0%
Not stated	0	0.0%	Not stated	1	1.6%	Not stated	1	3.2%
	51			61			31	

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
<b>2.3</b> 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.
<b>2.4</b> Have you considered doing new research? If not, state why not.
Age Not applicable
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 applicable
Race Not applicable

Sexual Orientation Not at this stage. The Race and Diversity Learning and Development Strategy is attempting to address this issue.
<b>Assess the likely impact – negative impact</b>
<b>3.1</b> 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.
Age None found
Disability None found
Faith or Religion None found
Gender (including transgender) None found
Race None found
Sexual Orientation None found
<b>3.2</b> If the answer to 3.1 is yes, is there any negative impact which is intended or justified under law? Explain.
Age Not applicable
Disability Not applicable
Faith or Religion Not applicable
Gender (including transgender) Not applicable
Race Not applicable
Sexual Orientation Not applicable

<b>3.3</b> 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 Not applicable
Disability Not applicable
Faith or Religion Not applicable
Gender (including transgender) Not applicable
Race Not applicable
Sexual Orientation Not applicable
<b>3.4</b> 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
<b>Assess the likely impact – positive impact</b>
<b>4.1</b> 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.

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.

5.5.7 states: “ Whilst participating in any learning event Force polices such as Respect in the Workplace and health and Safety will be complied with.....”

#### Race and Diversity Learning and Development Strategy 2005/08

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.

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).

Elements of Race and Diversity training can be found throughout the Learning and Development programme delivered by TVP and Centrex.

Part time and shift workers have been considered at section 5.1.3 of the policy which states: Staff who work part time or shift patterns should interpret the provision around study leave in the same way as they calculate annual leave.

The policy allows staff to choose a suitable method of learning that fits into their learning style and personal circumstances. It may not be practically or financially possible to address the specific, individual needs of all staff; however, TVP considers all applications.

Age  
As above.

Disability  
As above.

Faith or Religion  
As above.

Gender (including transgender)  
As above.

Race  
As above.

Sexual Orientation  
As above.

**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.
To enable TVP to assess the impact upon individual diversity groups, data will need to be collected and analysed.
Age See above. Age details need to be added to the diversity monitoring form (This was actioned in July 2007).
Disability See above. Disability details need to be added to the diversity monitoring form (This was actioned in July 2007).
Faith or Religion See above. Faith or religion details need to be added to the diversity monitoring form (This was actioned in July 2007).
Gender (including transgender) See above
Race See above
Sexual Orientation See above. Sexual orientation details need to be added to the diversity monitoring form (This was actioned in July 2007).
<b>Amendments to policy</b>
<b>5.1</b> 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 None found
Disability None found
Faith or Religion None found
Gender (including transgender) None found
Race None found
Sexual Orientation None found
<b>5.2</b> Have you removed or reduced the possibility of negative impact by making changes to the policy or function? Explain what changes were made.

Age The diversity monitoring form has been amended as per 4.2
Disability The diversity monitoring form has been amended as per 4.2
Faith or Religion The diversity monitoring form has been amended as per 4.2
Gender (including transgender)
Race
Sexual Orientation The diversity monitoring form has been amended as per 4.2
<b>5.3</b> If changes were considered but not made, explain why this was the case.
Age Not applicable
Disability No applicable
Faith or Religion Not applicable
Gender (including transgender) Not applicable
Race Not applicable
Sexual Orientation Not applicable
<b>5.4</b> 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	0	0	0	0	0	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	-1	-1	-1	0	0	-1
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	0	0	0	1	1	0

Impact Level:	1-3 = Low 4-5 = Medium 6-8 = High	Low	Low	Low	Low	Low	Low
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**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.

As part of the annual planning cycle the budget and resource allocation for the various study support options will be reviewed by the Training Prioritisation Board. This will include a review of existing support to enable guidance to be provided for future decisions. Details of usage will be made available to BCUs and Departments.

General training, under which this policy falls, is subject to independent scrutiny e.g. HMIC inspections.

Age  
As above

Disability  
As above

Faith or Religion  
As above

Gender (including transgender)  
As above

Race  
As above

Sexual Orientation  
As above