



# Staffordshire Police Equality Impact Assessment



The purpose of this EIA is to ensure you consider any equality issues as part of your decision making when developing / reviewing your policy / procedure.

Please complete the sections below and send to the Equality and Diversity unit to be quality assured. New / revised policies cannot be published on the policy database until the EIA has passed the quality assurance process.

<b>Title of policy/procedure:</b>	HRD 11: Learning & Development Procedure
<b>Department:</b>	Learning and Development – People Services
<b>Date:</b>	29/11/2013

## 1. Identify the aims and purpose of the policy

The legal basis for this policy is The Policing Protocol Order 2011 section 22 which states 'The Chief Constable is accountable to the law for the exercise of police powers, and to the PCC for the delivery of efficient and effective policing, management of resources and expenditure by the police force. At all times the Chief Constable, their constables and staff, remain operationally independent in the service of the communities that they serve'.

The aims and projected outcomes of this policy are to ensure that Staffordshire Police delivers a cost effective programme of planned, and continuous training and development at all levels for all staff regardless of Age, Disability, Gender, Race, Religion/Belief or Sexual Orientation in order to maintain a competent and motivated workforce. Access to training is based on role requirements and organisational need.

The Learning and Development Policy is intended to govern and communicate the practices, procedures, processes and accountabilities that determine and support the provision of learning and development within the organisation.

The sole policy owner is the Head of People Services and responsibility is not shared with any other organisation, department or authority.

**2. Identify the individuals and organisations who are likely to have an interest in, or be affected by the policy.**

All employees, both paid and voluntary will have an interest in the policy. Other Police Forces and partner agencies with whom Staffordshire Police have joint training programmes will also have an interest in the Learning and Development policy.

**3. Data**

Summarise the findings of any monitoring data / information which you have considered regarding the impact of this policy on people from all or any of the protected groups. This could include national or local data.

**3.1 Age**

There is no Data to support there has been any negative impact in this protected group.

**3.2 Disability**

Initial Crime Investigators Development programme - There has been one case where an individual has been diagnosed as dyslexic as a result of being unsuccessful in their formal examination (National Investigators Examination). This has been addressed through Occupational Health referral. The College of Policing, within their rules and syllabus, provide a Psychologist who will then consider the diagnosis and recommendations within the report. Where a candidate has a disability and this is evidenced by their report, the Psychologist will confirm what would constitute reasonable adjustment for the specified assessment process. Candidates will be advised in good time, prior to their attendance, of any adjustment which is being offered.

Initial Police Learning and Development Programme (IPLDP) - A candidate was diagnosed with dyslexia and following assessment was provided with IT equipment with specialist software in order to assist the candidate with written reports.

(IPLDP) - During the initial learning where knowledge checks are used as a method of assessment, a candidate was suspected of having some specific difficulties with completing the knowledge check successfully. An alternative method was used to test the candidate's knowledge and understanding by verbalising the question and the candidate successfully responded with their answer.

Multi Agency Investigative Video Interview Course - An external candidate who was profoundly deaf was able to bring two supporters who assisted with communication to enable the candidate to complete the training. The training package was adapted to accommodate the learners needs.

**3.3 Race**

There is no Data to support there has been any negative impact in this protected group.

**3.4 Religion or Belief**

There is no Data to support there has been any negative impact in this protected group.

**3.5 Sex**

To date there are no records to indicate any negative affect on pregnant women with regards to training delivered. Where there is a physical element, Learning and Development would adhere to advice from Occupational Health. Where the individual is subject to a National examination, (Ospre I or National Investigators Examination) the published Rules and Syllabus state 'The Police Promotion Examinations Board/NIE Board/College of Policing shall not act or encourage candidates to act contrary to Section 72 of the Employment Rights Act 1996, which specifies that an employee whilst on compulsory maternity leave must not work, or be permitted by her employer to work, during the two-week period from the date of childbirth'.

'An officer may, if they so wish, attend the NIE if it falls within a period of maternity leave. It may be possible to provide 'reasonable facilities' to assist with an officer's attendance at the NIE whilst on maternity leave. Reasonable facilities may include provisions such as candidates requesting to sit in a specific area of the examination hall, or provisions with regards to individual personal requirements of officers'.

**3.6 Sexual Orientation**

There is no Data to support there has been any negative impact in this protected group.

**3.7 Transgender**

There is no Data to support there has been any negative impact in this protected group. It is recognised that where gender reassignment surgery/treatment has been undertaken, the candidate will be offered an alternative date that would coincide with Occupational Health advice following recovery of the treatment/surgery.

**4. Research**

Summarise the findings of any research you have considered regarding this policy for all or any of the protected groups. This could include information you have obtained from other sources eg. ACPO, Home Office.

**4.1 Age**

There is no research that has been collated to suggest the protected group has been adversely affected and there is insufficient data to provide any trends.

**4.2 Disability**

As per 4.1

**4.3 Race**

As per 4.1

**4.4 Religion or Belief**

As per 4.1

**4.5 Sex**

As per 4.1

**4.6 Sexual Orientation**

As per 4.1

**4.7 Transgender**

As per 4.1

**5. Consultation**

Summarise the opinions of any consultation for all or any of the protected groups.

Who was consulted and how e.g. survey, discussion, forum.

If there was no consultation please justify why.

**5.1 Age**

In order to seek information from associations, this policy review has been submitted to Staffordshire Police Federation, Staffordshire Police Unison, Staffs Police Disability and Carers Network, Superintendents Association and presented at COMM for final agreement. No objections have been received from any of the associations.

**5.2 Disability**

As per 5.1

**5.3 Race**

As per 5.1

**5.4 Religion or Belief**

As per 5.1

**5.5 Sex**

As per 5.1

**5.6 Sexual Orientation**

As per 5.1

**5.7 Transgender**

As per 5.1

## **6. Conclusions**

Taking into account the results of the monitoring, research and consultation, set out how the policy impacts or could impact on people from the following protected groups? (Include positive and/or negative impacts)

### **6.1 Age**

Learning and Development continually evaluate their products and quality of delivery through the evaluation strategy. With regards to individual learners, their specific requirements to enable them to learn are considered and methods adapted appropriately in accordance with the Equality Act 2010. Therefore, it is not anticipated that there should be an adverse impact on this protected group.

### **6.2 Disability**

As per 6.1

Section 3.2 provides examples of changes made to meet individuals needs due to their disability.

### **6.3 Race**

As per 6.1

### **6.4 Religion or Belief**

As per 6.1

### **6.5 Sex**

As per 6.1. There are a number of examples where flexibility has been used to assist individuals to attend and receive training:

- Custody Course where the attendee who worked part time hours was unable to attend the full time course due to child care issues. The trainer was able to offer 1 to 1 training for the missed training.
- Part time learner attending driving course who raised the issue that they were unable to attend the start time of the course over the three week period due to child care issues. This was resolved by enabling the learner to commence a half hour after other colleagues.
- Learner returning from maternity leave and allocated personal safety training. The learner was able to raise with the administration team the difficulty that this posed due to partner also shift working within the organisation and the dates allocated clashed with childcare arrangements. The learner was able to

provide more suitable dates that were available for the training to take place.

**6.6 Sexual Orientation**

As per 6.1

**6.7 Transgender**

As per 6.1

## 7. Decisions

If the policy will have a negative impact on members of one or more of the protected groups, explain how the policy will change or why it is to continue in the same way.  
If no changes are proposed, the policy needs to be objectively justified.

It is not anticipated that the policy will have an adverse affect on protected groups.

## 8. Monitoring arrangements

If the policy is new what consideration has been given to piloting the policy?

If monitoring is not already in place what arrangements have been made to monitor the effects of the policy on equality and diversity?

The policy is not new.

The Learning and Development Evaluation Strategy will direct ongoing evaluation of service provision to ensure that each of the protected groups are not adversely affected

The Internal Verification process in relation to sampling of assessment monitors candidates and assessors ensuring that equality and fairness is reflected in the formal assessment process and any issues are identified and addressed.

**This equality impact assessment will be published on the force website.**