

HMI Probation
Diversity Impact Assessment
Initial Assessment

1	<p>Title of policy or practice or procedure:</p> <p>OMI Scheduling guidance</p>
2	<p>What is the purpose of the policy or practice or procedure?</p> <p>Practical guidance for putting the OMI schedule together.</p>
3	<p>Is there any evidence that some individuals or groups could be affected differently by its implementation? Consider the groups or individuals below and the impact on each and put your comments in the boxes.</p> <p>What could the different impact be?</p> <p>Is it positive or negative?</p> <p>Would the impact be high, medium or low?</p> <p>Be as specific as you can</p>
Categories	Generally, flexibility is already shown in scheduling to meet the needs of individuals (including HMIP Staff) where they are known.
Women	NO-Specific information is requested for part time workers, and caring responsibilities, including travelling times across wide areas.
Men	NO-Specific information is requested for part time workers, and caring responsibilities, including travelling times across wide areas.
Black or minority ethnic groups	NO
People with a disability	Information in the sample spreadsheet and on the planning meeting agenda show that in planning an OMI we proactively seek out information about staff diversity needs e.g. their use of assistive technology. In such cases we ensure that they have access to this in interview.
Lesbian, gay men, bisexual people	NO
Transgender people	NO
Age-older, younger, adults	NO

and children							
Faith groups	No –see above.						
Welsh Speakers and People who's first language is not English	NO. We employ staff who speak Welsh. For speakers of other languages, we interview mainly staff who have to be able to speak and read English fluently to be able to do their job. If we interviewed a service user who needed an interpreter extra time would need to be built in. As relatively few service users are interviewed in either Inspection type, this would not pose a problem.						
4	<p>Could the policy or practice or procedure actually promote equality, diversity or contribute to the elimination of discrimination?</p> <p>Yes.</p>						
5	<p>Do you need more information in order to complete this task? Are you aware of any data or other evidence that would assist you to decide if there are differences?</p> <p>NO</p>						
6	<p>At the end of your deliberation, do you think that there should be a more in-depth assessment of this policy or practice or procedure? (A full impact assessment needs to be completed where you find a medium or high negative impact on the groups above.)</p> <p>NO</p>						
7	<p>Outcome of Assessment:</p> <table border="1"> <tr> <td>High Negative Impact</td> <td></td> </tr> <tr> <td>Medium Negative Impact</td> <td></td> </tr> <tr> <td>Low Negative Impact</td> <td>√</td> </tr> </table> <p>Action Points arising from the assessment:</p> <p>1 More explicit information about our approach to be added to leaflets for Offender Managers and Area Assessors in the next print run.</p> <p>Review undertaken on...13th August 2007 By...Helen Boocock, Ray Wegrzyn, Yvonne McGuckian, Anita McGuckin, Pippa Bennett, Oliver Kenton , Ushma Sharma</p>	High Negative Impact		Medium Negative Impact		Low Negative Impact	√
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