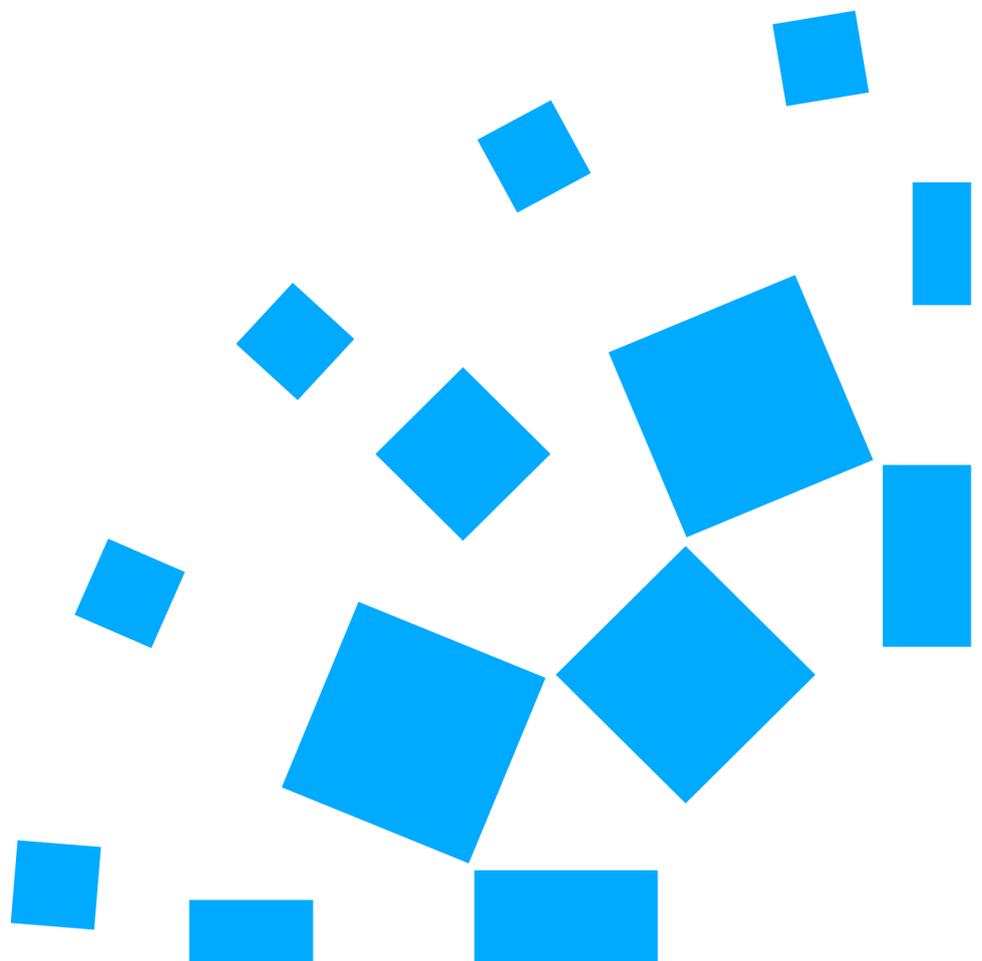


# National professional development review (PDR) principles and process expectations

## Equality impact analysis

Version number 1.0



College of Policing Limited  
Leamington Road  
Ryton-on-Dunsmore  
Coventry, CV8 3EN

© – College of Policing Limited (2021)

All rights reserved. No part of this publication may be reproduced, modified, amended, stored in any retrieval system or transmitted, in any form or by any means, without the prior written permission of the College or as expressly permitted by law.

Anyone wishing to copy or reuse all or part of this publication for purposes other than expressly permitted by law will need a licence. Licence applications can be sent to the College's Intellectual Property Rights (IPR) and Licensing Manager at [Diane.Kennedy@College.pnn.police.uk](mailto:Diane.Kennedy@College.pnn.police.uk)

Where we have identified any third-party copyright material you will need permission from the copyright holders concerned. This publication may contain public sector information licensed under the Open Government Licence v3.0 at [nationalarchives.gov.uk/doc/open-government-licence/version/3/](https://nationalarchives.gov.uk/doc/open-government-licence/version/3/)

For any other enquiries regarding this publication, please email the College Diversity & Inclusion inbox at [D&I@college.pnn.police.uk](mailto:D&I@college.pnn.police.uk)

This document has been created with the intention of making the content accessible to the widest range of people, regardless of disability or impairment. To enquire about having this document provided in an alternative format, please email us at [Contactus@college.pnn.police.uk](mailto:Contactus@college.pnn.police.uk)

# Contents

<b>Contents</b> .....	<b>3</b>
<b>Introduction</b> .....	<b>4</b>
<b>Stakeholder engagement</b> .....	<b>5</b>
<b>National PDR principles and process expectations</b> .....	<b>5</b>
1. Age .....	6
2. Disability .....	8
3. Gender reassignment .....	11
4. Marriage and civil partnership.....	12
5. Pregnancy and maternity .....	12
6. Race .....	13
7. Religion or belief .....	14
8. Sex.....	15
9. Sexual orientation .....	15
10. Socio-economic status .....	16
<b>Other considerations</b> .....	<b>16</b>
<b>Conclusions</b> .....	<b>16</b>
<b>References</b> .....	<b>17</b>

## Introduction

The College of Policing developed the national professional development review (PDR) principles and process expectations in collaboration with over 30 forces, to provide a degree of consistency to the varied use of PDR across the police service. The principles and process expectations are designed as a set of high-level statements that articulate where forces are – or would like to be – with PDR, without being prescriptive and/or disturbing current practice and procedures. They represent a set of principles and processes that mature and developing PDR systems can be aligned to, as requested by forces. The principles and process expectations are intended to shift the PDR from being an annual tick-box or administrative exercise that is performed for the benefit of an organisation, to being an iterative process. This process should occur frequently throughout the year, based on high-quality dialogue between an individual and their line manager.

This equality impact analysis (EIA) intends to ensure that the national PDR principles and process expectations uphold the public sector equality duty. It aims to eliminate the prohibited behaviours given under the Equality Act 2010, and to advance equal opportunity and foster good relations between people who share a protected characteristic and people who do not share it. Due consideration will be given to whether the principles and process expectations are fit for the purposes of advancing and upholding matters of equality and diversity, and to whether they use inclusive language.

In some respects, this EIA is an addendum to previous work on PDR conducted in 2015, 2016 and 2018, and shares a research base with that previous work. However, it is also informed by new research, including desktop research, a literature review, interviews and workshops with stakeholders. The primary research papers informing the product are:

- Gifford J, Urwin P and Cerqua A. (2017a). [Strength-based performance conversations: an organisational field trial – Summary report](#). London. Chartered Institute of Personnel and Development.
- Gifford J, Urwin P and Cerqua A. (2017b). [Strength-based performance conversations: an organisational field trial – Research report](#). London. Chartered Institute of Personnel and Development.

- Gifford J. (2016). [Could do better? Assessing what works in performance management](#). London: Chartered Institute of Personnel and Development.
- Cappeli P and Tavis A. (2016). [The performance management revolution](#). Harvard Business Review, October 2016, pp 58–67.

## Stakeholder engagement

To determine the content of the national PDR principles and process expectations, the College undertook a number of consultations in late 2019 and early 2020 with:

- police officers and staff, from both Home Office and non–Home Office forces
- the Police Federation of England and Wales
- the Home Office
- other related stakeholders

The College also set up a working party to manage the implementation of the PDR processes across policing. Police forces were able to nominate participants to join this working party.

## National PDR principles and process expectations

The proposed PDR principles and process expectations raise potential concerns in terms of the impact on some protected characteristics. Some of these concerns are applicable to multiple protected characteristics.

The College recommend that forces analyse workplace data to monitor against all protected characteristics. This will direct the force to where further reflection and mitigations are required. This will also ensure that the PDR process is impartial, fair and able to nurture talented individuals from underrepresented groups.

**Observation:** Within the principles, the conversations between an individual and a line manager are referred to as ‘regular’. Similarly, the process expectations suggest conducting informal performance conversations on a ‘frequent’ basis.

If an individual is absent for a prolonged period or on a frequent basis, this may have an impact on how regularly they can have conversations with their line manager about their performance. This observation has been identified as potentially being

applicable to the following protected characteristics: age, disability, gender reassignment, pregnancy and maternity, religion or belief, and sex. Further details can be found under each section below.

**The mitigation:** These concerns could be alleviated by:

- removing the word 'regular' within the principles
- including the term 'ideally' before 'conducted' in the process expectations

The need for – and the reasoning behind – regular or frequent conversations may need to be highlighted to forces, with consideration for how regular this should be for individuals based on the potential concerns raised below.

## 1. Age

**Observation:** The ages of the individual completing their PDR and their manager could have an impact on the process and their engagement with it. Research has indicated that relational demography<sup>1</sup> is relevant in relation to performance ratings and career futures (Shore, Cleveland and Goldberg, 2003).

Findings indicate that:

- for performance ratings:
  - older and younger managers evaluate younger employees similarly
  - compared with younger managers, older managers give older employees lower ratings
- for manager-rated potential, promotability and developmental experiences:
  - younger managers evaluate younger employees more highly than older employees
  - older managers rate younger and older employees similarly
- employee satisfaction and commitment is higher when the employee and manager are similar in age (Shore, Cleveland and Goldberg, 2003)

---

<sup>1</sup> Relational demography refers to the similarity (or difference) between two or more individuals or groups, based on at least one demographic characteristic (such as age, gender or race).

It is therefore worth considering whether relational demography would have more of an impact if the frequency of PDR conversations increased.

**Observation:** The age of individuals and the frequency of PDR conversations could have an impact on perceptions of trust within the workplace, as well as an individual's engagement with the PDR process.

Research has indicated a relationship between levels of trust and workplace performance (van Wanrooy and others, 2013; Brown and others, 2015; summarised in Beck and Williams, 2016). Given that trust develops over time between two individuals, there is likely to be a difference between older and younger workers where older workers have served greater lengths of time in service (Bal and Dorenbosch, 2011; summarised in Beck and Williams, 2016). Long tenure with an organisation involves greater investment and commitment, which is conducive to building trust, if their experience of managers has been positive. If they have accumulated experience of poor or inconsistent management, this can have the opposite effect (Battaglio and Condrey, 2009; summarised in Beck and Williams, 2016).

Higher levels of surveillance and tighter control of work have been shown to have a negative impact on the relationship between an employee and their manager and/or workplace. This is particularly relevant with older workers, who have more experience of work and are likelier to have experienced more autonomy and task discretion in their earlier working career (Gaillie, Felstead and Green, 2001; Smeaton and White, 2015; summarised in Beck and Williams, 2016).

An increase in the frequency of PDR conversations could contribute to perceptions of increased surveillance and could have an impact on the levels of trust. A potential positive of increased PDR conversations is that working with, and listening to, older workers can build trust and engagement.

**The mitigation:** To mitigate for relational demography and its impact, forces can reaffirm that the PDR process is completely age-neutral and is based on an individual's performance, as opposed to their age or years of experience.

Where there is a substantial difference between the ages of the person conducting the performance review and the person being reviewed, forces could sample PDRs or monitor any feedback given. Forces can reaffirm that the PDR process is

collaborative and ensure that it is driven by the individual being reviewed. This could reduce the perception of increased surveillance and improve trust, as the individual takes more control of the process and is leading their PDR, rather than feeling this is being 'done' to them.

## 2. Disability

**Observation:** Prolonged or frequent absence through disability, ill health (prolonged sickness, which may be identified as a disability under the Equality Act 2010) or care responsibilities could have an impact on how well an individual can engage with the frequency of conversations proposed in the PDR principles and process expectations.

**Observation:** If an individual has health concerns, or is caring for someone with a disability or long-term illness, attending frequent meetings for review may cause them additional stress.

**Observation:** PDR conversations occur in person. For those who have care responsibilities, or have limitations on their travel and working arrangements in relation to a disability or prolonged sickness, regular in-person conversations may not be feasible or possible.

**The mitigation:** There should be consideration for how regular these conversations should be for those who work full time, work part time, have caring responsibilities or have prolonged periods of absence. Forces can work with individuals to establish how frequent meetings may need to be and can be flexible around the movement of these. One of the PDR principles is that the 'PDR is about your wellbeing not just your work'. As part of this process, forces can include discussions around wellbeing and can refer staff to supporting materials within their own force, as well as those provided on Oscar Kilo.

To reduce additional stress and pressure on an individual, forces could explore the use of technology that allows individuals to communicate either over the phone or via video call. This would allow individuals to engage with the process more easily, without having to travel or attend in person for every PDR conversation. This would be in line with one of the process expectations that 'PDR processes should be as simple and flexible as possible'.

**Observation:** Around one in seven individuals (more than 15% of the UK) are considered neurodivergent (Acas, n.d.). The neurodiversity spectrum includes attention deficit disorders, autism, dyslexia, dyspraxia, dyscalculia, dysgraphia and Tourette's syndrome. An individual will often have characteristics of more than one of these types (Acas, n.d.). It is important to note that this consideration is not unique to the PDR principles and process expectations, but is an issue for the PDR format in general and therefore has been included.

Considerations within the implementation of the PDR principles and process expectations should be made for a range of neurodivergence, including around an individual's ability to:

- manage their social interaction
- express their own thoughts and feelings
- structure their responses
- consider how evidence within a PDR is captured

Individuals' preference in terms of communication, allocated time and advance notice of when their PDR will be should be considered. If individuals are expected to read anything in advance (including the principles and process expectations), forces should consider providing reasonable adjustments when required.

Forces may clarify the statement in the process expectations that individuals should 'take responsibility and prepare for meetings with their line manager', to support individuals with expectations and how to do this in preparation for their PDR, giving consideration to different types of neurodivergence. PDRs provide an opportunity for individuals to be open about their neurodivergence and to receive support. It is important to acknowledge that some individuals may not have shared their condition previously for fear of judgement.

**The mitigation:** To mitigate for different types of neurodivergence, forces can refer to supporting guidance documents, such as The Neurodiversity at Work Guide (CIPD, 2018), or those available on the Advisory, Conciliation and Arbitration Service (Acas) website. Forces can communicate with each individual about how to have an effective PDR and adapt where needed, with consideration given to things such as:

- the format of the communication

- the timing and the notice of these meetings
- where necessary, support in preparation

**Observation:** Those who are classified as having a disability may require amendments to the existing PDR format and to any new process or policy.

Research identified that attitudes towards adapting and customising performance management processes, such as PDRs, to accommodate different groups of employees varied significantly across different-sized organisations within the private and public sector. Smaller, private organisations using less formalised systems felt that adjustments to the process for specific groups was unfair for 'everyone else'. Many larger, public organisations promoted the personalisation of standards and objectives for fairness (NatCen Social Research, 2018).

**Observation:** A potential consideration of the PDR principles and process expectations is the increased likelihood of bias within the PDR process for those having a disability.

Positive bias may present itself when the supervisor lowers the performance expectations because of a worker's disability or applies a 'sympathy effect' for workers a disability when conducting appraisals.

Conversely, there is a tendency for negative bias when the supervisor has a generalised stigma against workers with a disability, or perceives that the worker has done something to 'deserve' their disability and, as such, they should not receive any additional courtesy.

Research has identified that the type of appraisal given to any worker can also depend on the working relationship between the supervisor and the worker, or leader-member exchange, with bias being applied positively in high-quality exchanges and more negatively when relationship issues occurs.

**The mitigation:** To mitigate potential bias, forces can undertake a programme of unconscious bias training for supervisors as part of their ongoing learning and development programme, to help them identify and consider the effect of bias. Forces can ensure that their PDR process is a fair and consistent approach regardless of a person's disability, focusing more on their ability to carry out their duties effectively.

**Observation:** The PDR principles include reference to wellbeing, which is synonymous with mental health. This should not be confused with mental ill health, which has a different meaning. This is a potential concern if people involved in the PDR process have different understandings of what wellbeing means. In discussing an individual's wellbeing, for example, this may lead to an inappropriate discussion around them not being well, and potentially mental health concerns.

**The mitigation:** To mitigate for misunderstanding around wellbeing and how to support and promote this effectively, forces can refer to Oscar Kilo and the National Blue Light Wellbeing Framework. Individuals with a pnn email address can set up an account to access content within the Blue Light Wellbeing Framework area, including an eight-week guided mindfulness course. There is also content for managers and leaders, which could be used to support them throughout the PDR process, including the Compassion at Work Toolkit, which is available on the public-facing area of the website.

Overall, the mitigation is to amend relevant language, provide support to forces, and conduct ongoing consultation with those from under-represented groups.

### 3. Gender reassignment

**Observation:** The potential for prolonged or frequent absence through the process of gender reassignment could have an impact on how well an individual could engage with the proposed PDR principles and process expectations. It might make it difficult for individuals to feel comfortable and engage with this process, particularly during and after the process of transition.

If an individual is absent for a prolonged period or on a frequent basis, this may have an impact on how frequently and/or regularly they can have conversations with their line manager about their performance.

Added to this, the individual often has to undergo a process of psychosocial integration after transition, the potential stress (minority stress and otherwise) of which could be aggravated by a demand for frequent PDRs.

**The mitigation:** Removal of the word 'regular' within the principles and inclusion of the term 'ideally' before 'conducted' in the process expectations could alleviate these concerns. The rationale behind the need for regular and frequent conversations may

need to be highlighted to forces, with consideration for how regular this should be for those who work full time, part time or have prolonged periods of absence.

The potential alternative is to create an improved environment of understanding, inclusion and care as a consequence of more regular contact. It may all rest on the relationship that the individual has with their manager.

**Observation:** A potential consideration of the PDR principles and process expectations is to note the importance of not including conversations related to gender reassignment within PDRs, as this could easily be in breach of the Gender Recognition Act 2004 and the Human Rights Act 1998.

It is possible that the first indication of someone wishing to transition would arise in a one-to-one conversation with a line manager, as there would be a need for some adjustments to be made both during and after transition.

**The mitigation:** Amend relevant language within the PDR principles and process expectations, as well as supporting PDR documentation, to be supportive of those going through or considering transition.

Conduct ongoing consultation with those from the trans community, provide support to forces where required and provide training for managers to deal with conversations around transition that occur during meetings.

## 4. Marriage and civil partnership

The proposed PDR principles and process expectations have no impact on an individual in relation to their marital or civil partnership status. All elements of the equality duty are met.

## 5. Pregnancy and maternity

**Observation:** Prolonged or frequent absence through pregnancy, maternity or paternity leave could have an impact on how well an individual can engage with the proposed PDR principles and process expectations.

If an individual is absent for a prolonged period or on a frequent basis, this may have an impact on how frequently and/or regularly they can have conversations with their line manager about their performance.

The concerns set out above regarding the regularity of conversations and their contribution towards PDR, in relation to prolonged or frequent periods of absence, are potentially exacerbated by the process expectation that these conversations occur in person. For those who have limitations on their travel and working arrangements, having regular conversations may not be feasible or possible.

**The mitigation:** Removal of the word 'regular' within the principles and inclusion of the term 'ideally' before 'conducted' in the process expectations could alleviate these concerns. The rationale behind the need for regular and frequent conversations may need to be highlighted to forces, with consideration for how regular this should be for those who work full time, part time or have prolonged periods of absence.

Forces may need to consider what introduction to the new process might be offered to an individual returning from maternity or paternity leave (for example, where an individual leaves with one PDR system in place and returns to another).

Overall, the mitigation is to amend relevant language, provide support to forces and conduct ongoing consultation with those from the protected groups.

## 6. Race

**Observation:** Conscious bias, unconscious bias and failure to deal with difference are challenges known to policing, and could be relevant to the PDR process.

Again, this is not exclusive to the proposed arrangement but it would enrich this EIA to acknowledge the challenges and the opportunity to invite forces to unpick these issues.

According to the Home Office police workforce report (Home Office, 2020), under-representation of officers from ethnic minority backgrounds within the police service was highest among senior ranks (chief inspector or above), compared with constables and other ranks. This is likely to be affected by evaluation outcomes, as well as whether the individual has a line manager who supports their progression.

**The mitigation:** There is a possibility that increased engagement with a line manager in this format may strengthen professional relationships. This may also help to build an environment that is conducive to people from ethnic minority backgrounds

to speak more openly about career progression aspirations, and for the line manager to encourage and support these aspirations.

To understand the reality of progression and promotion in each force, the College recommends that workforce data is collected to analyse:

- rate of promotion of people of different ethnicities
- number of applications for promotion from people of different ethnicities
- number of rejections for promotion according to ethnicity
- current ethnicity representation at different ranks

## 7. Religion or belief

**Observation:** There may be extended periods of absence or leave due to attending religious events, such as pilgrimages, which will affect the ability to carry out regular supervision meetings and the PDR process. However, this will depend on the mechanics of the evaluation process. For example, if the process uses an accumulative score system over a set of PDRs, then absence may affect this.

If absences were due to religious observance, then an individual should not be penalised for this.

There could be issues with conscious bias, unconscious bias and failure to deal with religious or belief differences, which are challenges known to policing, and this could be relevant to the PDR process.

Unconscious bias could affect PDR evaluation outcomes. It could also have an impact on an individual if they have a line manager who supports their progression with some reference to, or knowledge of, their religion or belief.

**The mitigation:** Increased communication and engagement with a line manager may counter unconscious bias to some extent. It may also help to build an environment that encourages career progression aspirations, irrespective of religion or belief. Overcoming unconscious bias will encourage and support these aspirations.

Forces may want to build flexibility into the PDR process, to take into account employees' requirement to observe religious events, including pilgrimages.

## 8. Sex

**Observation:** Statistically, women are more likely to be carers or take time off for maternity leave. However, men are increasingly sharing childcare responsibilities and/or taking paternity leave. Part-time working could affect how well an individual could engage with the proposed PDR principles and process expectations.

Within the principles, there is reference to 'showcasing your daily contribution'. While no individual works every day of the week all year round, the inference could be made that this refers to individuals who work full time.

**Observation:** There is also an intersection here with age and gender reassignment for women undergoing menopause, and the requirement for forces to take this into account when considering the frequency of PDR sessions.

**The mitigation:** Forces to plan a reasonable adjustment for part-time workers into the PDR process, including those with caring responsibilities or those taking time off for maternity or paternity leave.

Forces also need to consider the specific needs of women and how the new process can be adapted to meet those needs.

Forces need to be cognisant of the potential impact of menopause on women and trans men. However, any adjustments required should not have an impact on evaluation outcomes.

## 9. Sexual orientation

**Observation:** There is a challenge within the PDR system to ensure that there is no bias when it comes to sexual orientation. According to a recent Stonewall report (Bachmann and Gooch, 2018), a worrying number of LGBT+ people have experienced depression, anxiety, had suicidal thoughts or attempted to take their own life in the last year. LGBT+ people are at a higher risk of experiencing common mental health problems than the general population.

There is a concern that the frequency of the PDR review process and the constant monitoring of managers may add to the mental stresses of people from the LGBT+ community.

**The mitigation:** Forces must make the PDR a fully transparent process and take into account the needs of the LGBT+ community.

## 10. Socio-economic status

Socio-economic data can provide a valuable insight into the police workforce and helps us understand progression. Socio-economic data is a factor to be considered as part of building an inclusive and diverse culture, to enable individuals to thrive because of their ability and potential

Any information from a socio-economic analysis will be utilised to help build a more complete understanding.

## Other considerations

The College is due to launch the Welsh Language Scheme, to support Welsh forces in complying with their statutory duty to provide bilingual services to the public in Wales.

The College aims to work with Welsh forces to support attraction, recruitment and delivery of the PDR principles and process expectations. It is committed to ensuring that the Welsh and English languages are treated on a basis of equality, in accordance with the Welsh Language Act 1993.

## Conclusions

- The prolonged or frequent absence of an individual from the workplace will have an adverse effect on the ability of managers to assess performance. This was a key finding in several protected characteristics, including disability, gender reassignment, pregnancy and maternity. Forces need to take this into consideration when setting out PDR processes, to provide the necessary support for protected groups.
- Unconscious bias by managers, whether positive or negative, can play a major part in the success or otherwise of the PDR process, especially when dealing with individuals from protected groups. This is highlighted in the sections on a number of protected characteristics, such as disability, race, sex and sexual

orientation. Recognition and implementation of good practice by forces will help to reduce the concerns of individuals.

- The impact of the requirement to conduct 'regular supervisory meetings' as part of the PDR process could have a detrimental effect on individuals, such as workers:
  - on part-time contracts
  - with child caring responsibilities
  - on long-term sickness through disability
  - who wish to observe religious events
  - with irregular working hours, such as shift workers
- This needs to be taken into account when designing a PDR process. Removal of the word 'regular' within the principles and inclusion of the term 'ideally' before 'conducted' in the process may also alleviate these concerns.
- The EIA is a 'living document' and will be reviewed in the next key stage of the project development.
- The College welcomes feedback and information to support our understanding of how the PDR principles and process expectations could affect individuals with protected characteristics. Please send any comments or suggestions to [professionaldevelopment@college.pnn.police.uk](mailto:professionaldevelopment@college.pnn.police.uk)

## References

Acas. (n.d.). [Neurodiversity in the workplace](#) [internet]. [Accessed 12 February 2020]

Bachmann CL and Gooch B. (2018). [LGBT in Britain: Health report](#) [internet]. Stonewall; YouGov. [Accessed August 2020]

Bal PM and Dorenbosch L. (2015). [Age-related differences in the relations between individualised HRM and organisational performance: a large-scale employer survey](#). Human Resource Management Journal, 25(1), pp 41–61.

- Battaglio RP and Condrey, SE. (2009) [Reforming public management: analysing the impact of public service reform on organizational and managerial trust.](#) Journal of Public Administration Research and Theory, 19(4), pp 689–707.
- Beck V and Williams G. (2016). [Managing older workers: A report for Acas](#) [internet]. Acas. [Accessed 2 March 2020]
- Bewley H and George A. (2016). [Neurodiversity at work](#) [internet]. Acas. [Accessed 12 February 2020]
- Brown S and others. (2015). [Employee trust and workplace performance.](#) Journal of Economic Behavior and Organization, 116, pp 361–378.
- Cappeli P and Tavis A. (2016). [The performance management revolution.](#) Harvard Business Review, October 2016, pp 58–67.
- CIPD. (2018). [Neurodiversity at work](#) [internet]. [Accessed 13 February 2020]
- Colella A, De Nisi AS, Varma A. (1997). [Appraising the performance of employees with disabilities: A review and model.](#) Human Resource Management Review, 7(1), pp 27–53.
- Gallie D, Felstead A and Green F. (2001). [Employer policies and organisational commitment in Britain, 1992-97.](#) Journal of Management Studies, 38(8), pp 1081–1097.
- Gifford J. (2016). [Could do better? Assessing what works in performance management.](#) London: Chartered Institute of Personnel and Development.
- Gifford J, Urwin P and Cerqua A. (2017a). [Strength-based performance conversations: an organisational field trial – Summary report.](#) London. Chartered Institute of Personnel and Development.
- Gifford J, Urwin P and Cerqua A. (2017b). [Strength-based performance conversations: an organisational field trial – Research report.](#) London. Chartered Institute of Personnel and Development.
- Home Office. (2020). [Police workforce, England and Wales: 31 March 2020 third edition](#) [internet]. [Accessed August 2020]

NatCen Social Research. (2018). [Improvement required? A mixed-methods study of employers' use of performance management systems](#) [internet]. Acas.

[Accessed 29 April 2020]

Oscar Kilo. (2020). [The Blue Light Wellbeing Framework](#) [internet]. [Accessed 13 February 2020]

Oscar Kilo. (2020). [Compassion at Work Toolkit](#) [internet]. [Accessed 13 February 2020]

Shore LM, Cleveland JN and Goldberg CB. (2003). [Work attitudes and decisions as a function of manager age and employee age](#). Journal of Applied Psychology, 88(3), pp 529–537.

Smeaton D and White M. (2015). [The growing discontents of older British employees: extending working life at risk from quality of working life](#). Social Policy and Society, 15(3), pp 1–17.

van Wanrooy B and others. (2013). 'Employment relations in the shadow of recession: Findings from the 2011 Workplace Employment Relations Study'. London: Palgrave-Macmillan.

---

## About the College

We're the professional body for the police service in England and Wales.

Working together with everyone in policing, we share the skills and knowledge officers and staff need to prevent crime and keep people safe.

We set the standards in policing to build and preserve public trust and we help those in policing develop the expertise needed to meet the demands of today and prepare for the challenges of the future.

**[college.police.uk](https://college.police.uk)**