



Equality Impact Assessment - Initial Screening

Part one

The initial screening of a policy/service or function should be carried out to ascertain the impact of the policy/service or function on the protected characteristics groups;

Age, disability, gender, gender reassignment, race, religion or belief and sexual orientation, pregnancy and maternity.

This is based on existing knowledge, data and research and will lead to a decision about whether a full equality impact assessment will be necessary.

An equality impact assessment must be carried out before a decision is made to implement a policy/service or function.

Our service delivery equality objective for 2012-16 is “to maintain a high level of accessibility to all testing services for those groups with protected characteristics” use this as a basis for answering all questions.

Further guidance on the completion of this screening form can be found here: (hyperlink): A quick guide to Equality Impact Assessments.

There is a different template to be used in cases of staff issues this can be found here: (hyperlink)

Name of policy, service or function	Revised ADI Standards Checks – Assessment and Form
Current or Proposed	Proposed
Branch/Person completing Initial screening	Jacqui Turland, Laura Scanlon, Lynne Fitzharris, Barry Twilley, Huw Davies
Please provide a brief description of the <ul style="list-style-type: none"> • Policy, Service or Function which is being assessed • its aim; and who will benefit or be affected.	<p>Approved Driving Instructors (ADIs) are required to have a periodic re-assessment (a standards check) of their instructional ability in order to retain their licence to instruct and remain on the DSA ADI register.</p> <p>DSA intends to revise the standards check assessment (known internally as the check test) with examiners using a newly formatted form. The current form can be found in Annex B, with the draft proposed form in Annex C. The revised assessment will better align to DSA’s published standards. Plain English and special education needs (SEN), such as font size and colourings, will be taken into account when revising the form. It will also make it clearer to both the ADI and the examiner what is to be assessed and which competencies to observe. This moves from the current fault-based recording to a wider assessment that will provide more comprehensive feedback on the ADI’s strengths and areas for</p>

development.

The proposed changes to the assessment do not represent an extra burden to the existing 46,000 ADIs on the Register as they will still require a standards check test and it will take the same time (approx 1 hour) as the current one.

The form has received positive feedback from ADI associations and no matters have been raised in relation to equality.

Initially DSA expect there to be a slight dip in satisfactory standards checks while ADIs gain a better understanding of the new process and familiarise themselves with our published standards requirements. The project will ensure effective communications ahead of introduction to get across the new assessment criteria to minimise this impact.

There are currently 85 standards check ADI examiners who will need to be retrained to carry out the revised standards check and to use the new assessment form. Their supervisors will also need training. We do not hold any information on the protected characteristics, or otherwise, of these examiners.

Examiners will receive 4 days of comprehensive training. This will take place at Cardington over a three month period. There will be the possibility of mop up sessions if required.

When completing the next section please consider the following questions:

- Is there any indication or evidence that different groups have different needs, experiences, issues or priorities, or that any part of the proposed policy/service or function could discriminate, directly or indirectly?
- Is there potential for, or evidence that, this policy/service or function may adversely affect equality of opportunity for all and may harm good relations between different groups?
- Is there an opportunity to better promote equality of opportunity or better community relations by altering the policy/service or function or working with other government departments or the wider community?
- Do people have the same levels of access?

This initial screening form when completed should be placed in the national folder, Equality Impact Assessments. Staff Network Groups(@ADA; @WAG; @Equilibrium; @RACE;), Trade Union Side (TUS) and the Engagement and Equality team and any other relevant stakeholders should be invited to comment and given two weeks to do so. Please detail the comments and actions taken in Annex A – consultation record.

For help completing this section refer to (insert Hyperlink) for a list of useful publications/organisations and internal data that can be used in conducting an assessment. This list is not exhaustive. Use DSA management information (DSAMI) where available to map across national external data.

On the basis of the evidence available and considering the questions above, what level of impact if any is the delivery of this policy/service or function going to have on the different equality groups set out below.

Protected Characteristic	Say if impact is low, medium, high, no impact, positive or negative impact						Reason and data/research used*	
	Positive			Negative				No Impact
	L	M	H	L	M	H		
Age							<p>✓</p> <p>ADIs DSAs examiners are trained to deliver all assessments in a consistent manner without prejudice to this characteristic. We cannot identify any reason why ADIs with this characteristic would be less able to understand the feedback provided by the new form which is intended to make clearer those areas which would benefit from development.</p> <p>Profile of ADI population available in Annex D for this characteristic.</p> <p>ADI Examiners Current systems do not allow DSA to analyse examiners with this characteristic in relation to those standards checks conducted. We cannot identify any reasons why this characteristic would affect examiners' ability to conduct the assessment in a consistent manner.</p>	
Disability	✓						<p>ADI Plain English and special education needs (SEN), such as font size and colourings, will be taken into account when revising the form. It will also make it clearer to the ADI as it shows what is to be assessed and which competencies to observe. This moves from the current fault-based recording to a wider assessment that will provide more comprehensive feedback on the</p>	

							<p>ADI's strengths and areas for development.</p> <p><u>ADI Examiners</u> We cannot see any impact to examiners with disabilities in training for the revised Standards Check test at DSAs Training Centre, since it is fully DDA compliant.</p> <p>See comments under age characteristic.</p> <p>We do not hold any statistics on this characteristic.</p>
Gender			✓				<p><u>ADI</u> Profile of ADI population available in Annex E for this characteristic.</p> <p><u>ADI Examiners</u> There may be a low negative impact to single parents and care givers, who are more often females, when having to attend DSA's Training Centre for a week's training. See comments under age characteristic.</p>
Gender reassignment						✓	<p>See comments under age characteristic.</p> <p>We do not hold any statistics on this characteristic.</p>
Race						✓	<p><u>ADIs</u> A copy of the form will be available in Welsh to ensure those for whom Welsh is their first language can clearly understand the feedback.</p> <p>Profile of ADI population available in Annex F for this characteristic.</p> <p><u>ADI Examiners</u> Training will be delivered in the same way as the initial training at DSA's Training Centre in</p>

							Cardington and we are not aware of any issues arising from this. See comments under age characteristic.
Religion or belief						✓	<u>ADI Examiners</u> There are prayer facilities at DSA's Training Centre for ADI Examiners receiving training on the revised assessment and form. See comments under age characteristic. We do not hold any statistics on this characteristic.
Sexual orientation						✓	See comments under age characteristic. We do not hold any statistics on this characteristic.
Pregnancy and Maternity						✓	<u>ADIs</u> The new standards check and form would not change the way that we arrange appointments, including for ADIs on maternity or paternity leave. <u>ADI Examiners</u> There will be a mop up training session for any ADI examiners who are unable to attend for whatever reason, including maternity or paternity leave. See comments under age characteristic. We do not hold any statistics on this characteristic.

***Please attach evidence used if appropriate.**

Low = little affect (and broadly the same) on all protected characteristics

Medium = moderate impact on one or more protected characteristics

High = major/significant impact on one or more or all protected characteristics

What are your arrangements for monitoring the policy and its impact on end users?

After implementation we would carry out analysis to monitor whether the revised assessment and form have any effect on pass rates and general movement between grades i.e. increase percentage in higher / lower grades. We only collect ADI data for gender, age, ethnic origin and would not be able to carry out any further analysis using this data.

If there is a negative impact, rated as medium or high, complete a Full EIA (part two of this template)

Sign off

	Name/signed	Date
SRO	Mark Magee	24/05/13


Once complete please forward to the Engagement and Equality Team (insert email)

Thank you for your cooperation.


Engagement and Equality Team Action

Date received	
Date published	

Annex B
Front

DSA DRIVING STANDARDS AGENCY
SAFE DRIVING FOR LIFE 

WORKING SHEET




Cert. Expiry Date SOM Vehicle

Dual Controls: Yes No Pupil: Male Female Practising Privately: Yes No

Hours of tuition with this ADI Hours of tuition with another ADI


EXAMINER NOTES

Please circle main content of lesson: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

DSA DRIVING STANDARDS AGENCY
SAFE DRIVING FOR LIFE 

Test of continued ability and fitness to give instruction (Check Test)

The examiner has marked each aspect of your performance in columns A & B below. See overleaf for explanatory notes.



Instructor's Name

PRef No.

Examiner's Name

Examiner's Signature

Grade **TO ADI**

Date

	Column A				Column B					
	1	2	3		1	2	3	4	5	6
1. Controls				Core Competencies						
2. Move away/stopping				<i>Fault identification</i>						
3. Emergency stop				<i>Fault analysis</i>						
4. Reverse left/right				<i>Remedial action</i>						
5. Turn in the road				Instructional techniques						
6. Reverse park				Recap at start						
7. Mirrors				Aims/Objectives						
8. Signals				Level of instruction						
9. Planning				Planning of lesson						
10. Use of speed				Control of lesson						
11. Junctions				Communication						
12. Roundabouts				Q & A Technique						
13. Meet/Cross/Overtake				Feedback/Encouragement						
14. Positioning				Instructor's use of controls						
15. Adequate clearance				Recap at end						
16. Pedestrian crossings				Instructor characteristics						
17. Anticipation/Awareness				Attitude & approach to pupil						
18. Dual C'way/Motorway										
19. Pass Plus Module										

ADI 26CT (A) (Rev 04/06)

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ASSESSMENT NOTES

TO ADI

This form is designed to identify the strengths in your instruction and to highlight the areas which need to be improved upon. It is given in conjunction with the de-briefing at the end of your check test with the aims of improving your teaching skills.

COLUMN A

BOX 1 Subject not covered/incorrect or dangerous instruction.

BOX 2 Subject covered unsatisfactorily.

BOX 3 Subject covered satisfactorily in all aspects.

COLUMN B

The marking in this column reflects your performance in relation to the core competencies, the instructional techniques that you employed and your attitude and approach to the pupil and the lesson. Each heading is broken down into a six point rating scale. The closer to the right the mark is, the better you have performed.

A majority of the marks placed to the right does not necessarily reflect a high grade as some of the aspects marked to the left may have played a more significant part in the lesson and therefore have an effect on the overall grading.

The criteria for grading are as follows:

6. Overall performance to a very high standard with no significant instructional weaknesses.
5. A good overall standard of instruction with some minor weakness in instructional technique.
4. A competent overall performance with some minor deficiencies in instructional technique.
3. An inadequate overall performance with some deficiencies in instructional technique.
2. A poor overall performance with numerous deficiencies in instructional technique.
1. Overall standard of instruction extremely poor or dangerous with incorrect or even dangerous instruction.

Annex C

ADI Standards Check Form SC1 - DRAFT

Information							
Trainer name		Date		Outcome / Grade			
PRN		Dual controls	Yes (), No ()				
Cert expiry date		Reg No					
Location		Accompanied?	QA (), Trainer (), Other ()				
Assessment							
Lesson			Competence				
Student: Beginner (), Partly trained (), Trained (), FLH New (), FLH Experienced ()			0	1	2	3	
Lesson theme: Junctions (), Town & city driving (), Interaction with other road users (), Dual carriageway faster moving roads (), Defensive Driving (), Commentary (), Rural roads (), Motorways (), Effective use of Mirrors (), Recap a manoeuvre (), Eco-safe driving (), Recap Emergency stop (), Other -			No evidence of competence	A few elements of competence demonstrated	Competence demonstrated in most elements	Competence demonstrated in all elements	
Lesson Planning							
Did the trainer identify the student's learning goals and needs?							
Was the agreed lesson structure appropriate for the student's experience and ability?							
Were the practice areas suitable?							
Was the lesson plan adapted, when appropriate, to help the student work towards their learning goals?							
Score for lesson planning							
Risk Management							
Did the trainer ensure that the student fully understood how the responsibility for risk would be shared?							
Were directions and instructions given to the student clear and given in good time?							
Was the trainer aware of the surroundings and the student's actions?							
Was any verbal or physical intervention by the trainer timely and appropriate?							
Was sufficient feedback given to help the student understand any potential safety critical incidents?							
Score for risk management							
Teaching & learning strategies							
Was the teaching and learning style suited for the student's level of ability?							
Was the student encouraged to analyse problems and take responsibility for their learning?							
Were opportunities and examples used to clarify learning outcomes?							
Was the technical information given comprehensive, appropriate and accurate?							
Was the student given appropriate and timely feedback during the session?							
Were the student's queries followed up and answered?							
Did the trainer maintain an appropriate non-discriminatory manner throughout the session?							
At the end of the session - was the student encouraged to reflect on their own performance?							
Score for teaching and learning strategies							
Review					Yes	No	N/A
Was a score of at least 8 achieved on risk management (failure to do so will result in an automatic fail)							
Did the trainer manage actual safety critical incidents appropriately (a No in response to this question will result in an automatic fail)?							
Did the trainer fail to identify a significant weakness or give incorrect or insufficient information with the result that a safety critical situation might have occurred (a Yes in response to this question will result in an automatic fail)?							
Was the candidate encouraged to use self-evaluation form?							
Overall score							
Feedback offered to ADI							
Notes							
Examiner Name				Signature			

Version: 9 January 2013

Annex D

Age profile of ADI population (as at 19 Dec 2012)

Age Band	ADI population	
	Number	%
22-30	2183	4.8%
31-40	8393	18.4%
41-50	14937	32.7%
51-60	13828	30.3%
61-70	5641	12.4%
71-80	611	1.3%
81+	20	0.0%
All ages	45613	100.0%

Annex E

Gender split of ADIs (as at 19 Dec 2012)

Gender	ADI population	
	Number	%
Male	35340	77.5%
Female	10273	22.5%
Combined	45613	100.0%

Annex F

Ethnic background of ADIs (as at 10 Jan 2013 as we cannot recreate the Register as it once stood then run reports against it)

Ethnic background	ADI population	
	Number	%
Any White background	113	0.2
Arab	12	0.0
Bangladeshi	391	0.9
Black-African	193	0.4
Black-Caribbean	371	0.8
Black-Other	101	0.2
Chinese	59	0.1
Chinese background	1	0.0
Indian	999	2.2
Not provided	24,201	53.3
Other	785	1.7
Other Asian background	12	0.0
Other Black background	1	0.0
Other Ethnic background	1	0.0
Other Mixed Ethnic background	1	0.0
Pakistani	719	1.6
Prefer not to say	23	0.1
White	17,456	38.4
Grand Total:	45,439	100.0

Annex A

Consultation Record

Who was consulted or involved in the meeting/discussion (for example: Staff Networks, TUS, Engagement and Equality Team)	Date of consultation	Issue/concern raised	Response provided/given	Resultant change or action arising

DSA – Full Equality Impact Assessment

Part two

The full equality impact assessment should be carried out when the initial screening indicates there to be a potential medium or high negative impact to one or more of the protected characteristics groups in relation to the proposed function/policy or service.

This assessment should look to fill in any gaps in data and research that you have identified. Consideration should be given to what mitigation can be carried out to minimise the adverse impact on the protected characteristic groups.

This full equality impact assessment should be used in conjunction with the findings from the initial screening so that rework is avoided.

Further assessment

What alternative measures or policies were considered and what action has been taken?

What mitigating actions or adaptations to the policy/function or service have been considered?

Who have you further consulted with and what further evidence do you have since the initial screening took place.

<p>Final decision – What is the final decision in light of the evidence above? (Do you need to timetable reviews or action plans to monitor impacts on Equality? See Annex B)</p>
<p>How is policy/function or service to be implemented and by when.</p>

Sign off		
	Name/signed	Date
HOB/Operational Manager/SRO		

Once complete please forward to Engagement and Equality Team on @Equality.Engagement.team

Thank you for your cooperation.

Engagement and Equality Action	
Date received	
Date published	