



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 – Role Play
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, known internally as the check test) of their instructional ability in order to retain their licence to instruct and remain on the DSA ADI register.</p> <p>The regulations allow an examiner to offer role play, acting as a pupil during such a test. Currently it may be offered where the learner accompanying the ADI has become unavailable at short notice or where the ADI does not have an active client base. However, the introduction of role play has not had the desired effect of reducing the number of rearranged appointments and cancellations. Of more concern, role play does not allow for the examiner to see a realistic representation of the instructor’s abilities during a live ‘typical’ lesson and it detracts from the quality of assessment as the examiner also has to fulfil the role of pupil.</p>	

The ADI 14 (DSA's Guide to the Approved Driving Register) states the following:

Whilst you hold a Certificate of Registration, not having a pupil, not working as an ADI and not having a car are not acceptable reasons for failing to attend for a check test.

In April 2014 we will remove the role play option which will allow the examiner to concentrate solely on evaluating the ADI's instructional ability.

In 2011/12 44,000 of 46,000 ADIs on the Register presented a candidate for test, so we know that 95 per cent of ADIs have a pupil base to draw from.

Currently, about 20 per cent of ADIs opt for role play in their standards check¹. We estimate that a maximum of 2,000 ADIs and a minimum of about 500 will be impacted by this proposal in that they may not have an active client base. They will be able, as now, to bring a full licence holder to represent the pupil.

DSA does not collect data on standards checks conducted under role play conditions. It cannot therefore analyse the following characteristics, comparing lessons delivered to learners, to those by an examiner playing the role of a learner.

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, 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.

¹ DSA systems do not collect this data. This is an estimate based on a 'straw poll' of ADI Examiners.

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 We cannot identify any reason why this characteristic might influence whether: the ADI has an active client base (which is not a valid reason for failing to attend a test); whether the learner whose lesson is being standards checked is unavailable at short notice; or whether the ADI otherwise requests a standards check based on role play.</p> <p>Profile of ADI population available in Annex B for this characteristic.</p> <p>ADI Examiners We cannot identify why age would be a factor in the effect upon an examiner of no longer needing to play the role of a learner during standards checks.</p>	
Disability				✓			<p>ADIs See comments under Age characteristic.</p> <p>ADI Examiners There may be low negative impact on disabled examiners in the future. If the car presented for check test is not suitable for the examiner to get in the back they are currently able to offer role play. Front car seats are adjustable, whereas rear seats are not. DSA does not currently have any examiners who conduct standards checks on this basis. However the standards check test invitation letter to ADIs states that very small city cars are not appropriate for a standards check test. This should negate any negative impact for a disabled examiner with an issue in this area in the future. We do not hold any statistics on this characteristic.</p>	

Gender								✓	Profile of ADI population available in Annex C for this characteristic. See comments under Age characteristic.
Gender reassignment								✓	See comments under Age characteristic. We do not hold any statistics on this characteristic.
Race								✓	See comments under Age characteristic. Profile of ADI population available in Annex D for this characteristic.
Religion or belief								✓	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								✓	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?

We will monitor numbers not able take the standards check test due to not having a pupil and increase communication if necessary.

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 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

Annex B

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 C**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 D

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

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	