

EQUALITY IMPACT ASSESSMENT - TRAFFORD COUNCIL

| A. Summary Details | | |
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| 1 | Title of EIA: | Introduction of a Language and Numeracy Assessment for all new Hackney Carriage and Private Hire Driver Applicants |
| 2 | Person responsible for the assessment: | Joanne Boyle |
| 3 | Contact details: | 0161 912 4129 |
| 4 | Section & Directorate: | Licensing – Environment, Transport and Operations |
| 5 | Name and roles of other officers involved in the EIA, if applicable: | N/A |

| B. Policy or Function | | |
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| 1 | Is this EIA for a policy or function? | Policy <input checked="" type="checkbox"/> Function <input type="checkbox"/> |
| 2 | Is this EIA for a new or existing policy or function? | New <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Change to an existing policy or function <input type="checkbox"/> |
| 3 | What is the main purpose of the policy/function? | To improve customer and driver confidence by improving the language and numeracy skills of drivers to a level that reflects the skills needed to carry out their role. |
| 4 | Is the policy/function associated with any other policies of the Authority? | No |
| 5 | Do any written procedures exist to enable delivery of this policy/function? | No |

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| 6 | Are there elements of common practice not clearly defined within the written procedures? If yes, please state. | No |
| 7 | Who are the main stakeholders of the policy? How are they expected to benefit? | Hackney Carriage and Private Hire Drivers and the general public will benefit from an increased confidence in the skills of licensed drivers. |
| 8 | How will the policy/function (or change/improvement), be implemented? | From August 2013 all new driver applicants will be required to undergo a language and numeracy assessment prior to submitting an application. The assessments will be carried out by ESOL teachers from Bolton College and the cost of the assessment will be met by the applicant. Staff will also support, where possible, learners with dyslexia. The assessments will be carried out once a month at Trafford Town Hall. |
| 9 | What factors could contribute or detract from achieving these outcomes for service users? | |
| 10 | Is the responsibility for the proposed policy or function shared with another department or authority or organisation? If so, please state? | The Licensing Committee has specific responsibility for agreeing new policies relating to the licensing of hackney carriage and private hire drivers. |

C. Data Collection

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| 1 | What monitoring data do you have on the number of people (from different equality groups) who are using or are potentially impacted upon by your policy/ function? | The policy will have an impact on all new driver applicants which, based on current application figures, is approximately 20 a month. There is no data available to confirm how many people use hackney carriage or private hire vehicles in Trafford. |
| 2 | Please specify monitoring information | All driver applicants complete an application form which includes a |

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| | you have available and attach relevant information* | question on ethnicity. Not all applicants complete this section of the form, however where the information is declared it is recorded on the Licensing database – see attached Annex 1. |
| 3 | If monitoring has NOT been undertaken, will it be done in the future or do you have access to relevant monitoring data? | There is no method available to monitor how many people use hackney carriage or private hire vehicles in Trafford. |

**Your monitoring information should be compared to the current available census data to see whether a proportionate number of people are taking up your service*

| D. Consultation & Involvement | | |
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| 1 | Are you using information from any previous consultations and/or local/national consultations, research or practical guidance that will assist you in completing this EIA? | In June 2013 officers consulted with the Taxi Owner and Driver's Association and with the GMB who represent the 250 licensed hackney carriage drivers in Trafford. Officers also consulted with all 27 private hire operators. The Council received two responses, both from the Hackney Carriage Driver representatives – see Annex 2 and 3. |
| 2 | Please list any consultations planned, methods used and groups you plan to target. (If applicable) | A 12 month evaluation will be undertaken. |
| 3 | **What barriers, if any, exist to effective consultation with these groups and how will you overcome them? | Although all private hire operators were consulted none responded formally. This is not unusual, but does not reflect the verbal support officers have received to the introduction of such a policy from both an operator with predominately white drivers and an operator with predominately Asian drivers. Officers will continue to engage the private hire trade by means of the telephone and face-to-face. |

***It is important to consider all available information that could help determine whether the policy/ function could have any potential adverse impact. Please attach examples of available research and consultation report*

E: The Impact – Identify the potential impact of the policy/function on different equality target groups

The potential impact could be negative, positive or neutral. If you have assessed negative potential impact for any of the target groups you will also need to assess whether that negative potential impact is high, medium or low

| | Positive | Negative (please specify if High, Medium or Low) | Neutral | Reason |
|--|-----------------|---|----------------|--|
| Gender – both men and women, and transgender; | Positive | | | <p>The policy will have a positive impact on all equality groups. By introducing a requirement for appropriate language skills, all drivers (whether English is their first language or not) will have the confidence to calm down aggressive or drunken passengers; to understand what might be said in a great variety of accents; and know whether a group of passengers are merely excited or threatening. If drivers have appropriate literacy and numeracy skills, customers will also have greater confidence in the ability of the driver to discuss destinations and fares without misunderstanding.</p> |
| Pregnant women & women on maternity leave | Positive | | | |
| Gender Reassignment | Positive | | | |
| Marriage & Civil Partnership | Positive | | | |
| Race- include race, nationality & ethnicity (NB: the experiences may be different for different groups) | Positive | | | |
| Disability – physical, sensory & mental impairments | Positive | | | |
| Age Group - specify eg; older, younger etc) | Positive | | | |
| Sexual Orientation – Heterosexual, Lesbian, Gay Men, Bisexual people | Positive | | | |

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| Religious/Faith groups (specify) | Positive | | | |
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As a result of completing the above what is the potential negative impact of your policy?

High

Medium

Low

F. Could you minimise or remove any negative potential impact? If yes, explain how.

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| Race: | The College will seek to offer help to those who fail the test. |
| Gender, including pregnancy & maternity, gender reassignment, marriage & civil partnership | N/A |
| Disability: | The College will seek to offer help to those who fail the test. |
| Age: | N/A |
| Sexual Orientation: | N/A |
| Religious/Faith groups: | N/A |
| Also consider the following: | |
| 1 | If there is an adverse impact, can it be justified on the grounds of promoting equality of opportunity for a particular equality group or for another legitimate reason? N/A |
| 2 | Could the policy have an adverse impact on relations between different groups? No. Improvements in language and numeracy skills for drivers should reduce incidents that might otherwise have an adverse impact on such relations. |
| 3 | If there is no evidence that the policy <i>promotes</i> The Policy will promote equal opportunity |

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| equal opportunity, could it be adapted so that it does? If yes, how? | |
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G. EIA Action Plan

| Recommendation | Key activity | When | Officer Responsible | Links to other Plans eg; Sustainable Community Strategy, Corporate Plan, Business Plan, | Progress milestones | Progress |
|---|--------------------------|------------------|----------------------------|---|--|--|
| Monitor the pass/fail rate to see if it is affecting any one equality group adversely | Check assessment reports | Every six months | Joanne Boyle | | 12 months evaluation shows improvement in language skills of all driver applicants | Consider other skills necessary for the role which may be improved |
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Please ensure that all actions identified are included in the attached action plan and in your service plan.

Signed
Lead Officer
Date

Signed
Service Head
Date