

NASP survey on the use of ADI performance data

Earlier in March we asked members for their views on the use of test data as a performance metric used in helping determine which trainers should be prioritised for Standards Checks. The key take-aways from this survey were as follows:

- The majority of respondents were aware performance data is used by DVSA, and state they understand how it is used, but still a substantial percentage of trainers do not fully understand how data is used
- Similarly with trigger points, whilst over 50% were aware and understood of the trigger points, more than a third of respondents did not fully understand how trigger points were used
- Whilst over half of respondents were aware they could access their performance data, there was still a large percentage who do not know how to do so
- A major concern of those accessing their test data was that it was inaccurate
- The majority of respondents felt DVSA should send trainers their data to check and reflect on at regular intervals, rather than relying on trainers to request it
- There was not a high number of respondents to this survey who had been prioritised for a Standards Check as yet and, of those who had, many had not received an engagement call. Of the small number who had received an engagement call, over 60% said they did not find it helpful
- In terms of how those surveyed felt about DVSA using test data to assess individual performance over half understood the rationale but had concerns about the accuracy of data used, over a third of respondents did not think it was acceptable at all.
- In terms of a view on the regulator mandating the display of badges on test the majority of respondents had no issue with that
- When asked whether they would be happy with DVSA publishing performance data (to help the public make more informed choices) the majority of respondents were not in favour.

Next Steps

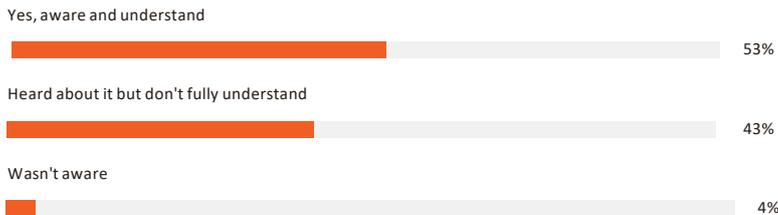
NASP have fed the survey data into DVSA and have made some key recommendations including:

- Improving communications to trainers on how data is used, how to access performance data, how to report issues with data etc
- Data reports should be sent at regular intervals to trainers to help them reflect on performance and pinpoint any issues
- A bigger focus on improving accuracy of data
- Developing an understanding why some ADIs are not finding the engagement calls useful
- Consulting more closely with the industry on how and what performance data is used and published - now and in the future
- A meeting is being scheduled to discuss all of the above with DVSA

Full Survey Data

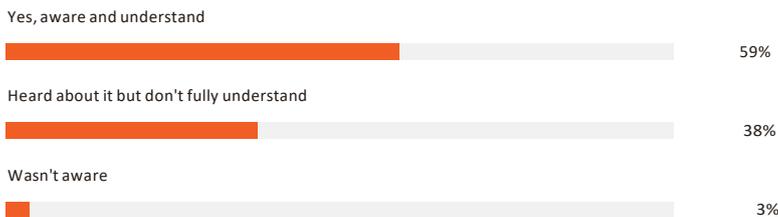
Question 1

Are you aware of how your performance data is used by DVSA?



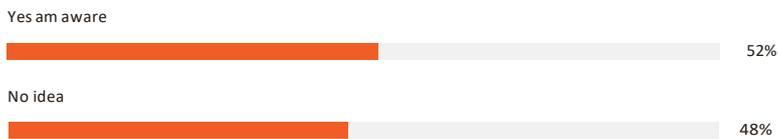
Question 2

Are you aware of the trigger points that would bring you to the attention of the DVSA for a Standards Check?



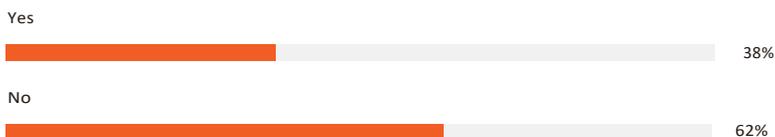
Question 3

Are you aware of how to access your test performance data?



Question 4

If you answered yes to Q3, have you accessed your test data?



Question 5

Was your data accurate?



Question 6

If you answered no to the previous question, what was the issue with your data?

Open text answer – typical example of responses:

"Several clients not recorded"

"The only gave the details of 12 tests. I have done more than 12 tests in the past year but have been removing my badge since the beginning of 2022 because I don't agree with the DVSA policies on test performance data."

"Applied to DVSA for my personal data records/information but heard nothing back (it has been at least three months)."

"The data as collected by DVSA is accurate but takes no account of pupils using their own vehicles for test."

"Students using their own vehicles for tests distorts the information."

"I did 4 more tests than recorded and my badge is always in the car, even when students use their own car (twice in the period covered)."

"It's a record of arbitrary considerations and does not take into account the emotional and psychological factors that are a very real part for a candidate on test."

"Wrong number of tests and results "

"A large number of test passes were missing resulting in triggers being inaccurately recorded. The DVSA will not correct the data & this inaccurate data is the only reason I no longer display my badge on test."

"Many of my learners, especially since the COVID backlog, take their tests in their own cars because I am often unavailable for last minute cancellations or for tests at a time which conflicts with my family commitments (eg. an early morning test conflicting with my school run)."

"I keep my own records of test results both in my car logged by the DVSA and in their cars, not associated with my ADI number, including ALL test results my performance is well above the trigger points in all four areas. But the DVSA will have a very different picture looking solely at the tests taken in my car."

"Too many tests on the report, nearly twice as many than I have presented "



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Question 7

Should DVSA rely on trainers requesting their data or should the agency regularly send trainers their data (so they can reflect and pinpoint any issues)?”



Question 8

Have you been prioritised for a Standards Check?



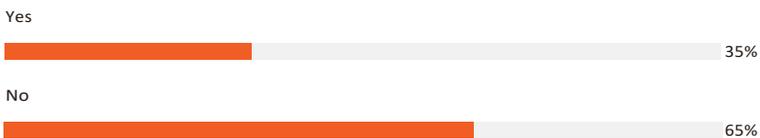
Question 9

If answering yes to the question above, did you receive an engagement call?



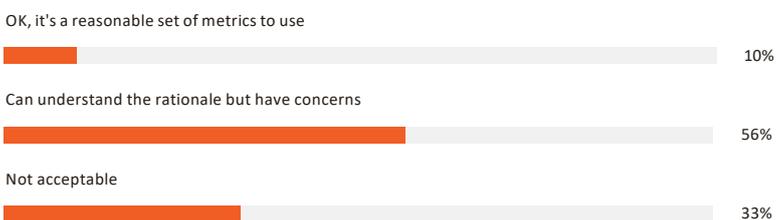
Question 10

Did you find the engagement call useful?



Question 11

How do you feel about DVSA using test data to assess individual trainer performance?





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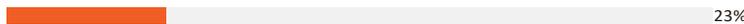
Question 12

What is your view on DVSA mandating the display of badges on test (to enable them to capture more test data)

No issue with that



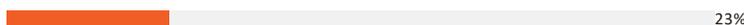
Not acceptable



Question 13

Would you be happy with DVSA publishing your performance data to help the public make informed choices of trainer?"

Yes



No



General Comments

A pupils Driving Test report does not seem to differentiate between a Physical intervention Dangerous fault and a Verbal intervention Dangerous fault. A Physical Dangerous fault is a trigger, whereas a Verbal Dangerous fault isn't. It therefore matters!"

"The reason i would not be happy with this ,is the fact that the DVSA and the general public have no idea about problems that pupils may have. This would lead to a misunderstanding and unbalanced decision. "

"There are concerns that many learners suffer anxiety and nerves which can seriously affect their performance during a test. Which may have very little to do with the trainer no matter how thoroughly and professionally they are taught."

"A large proportion of the students that I teach suffer with either learning disabilities/mental health issues (anxiety). I don't pick and choose my students - if I did perhaps my data would be better. I believe that everyone should have the opportunity to learn to drive. I'm already hearing of instructors telling students that they'll never be able to learn to drive! They just need time, support and reassurance."



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" very unhappy with the way DVSA are treating driving instructors. I totally disagree with the standards check triggers based purely on data (5 driver faults average is a trigger!!!). I feel this all leads to instructors potentially putting more pressure on test candidates to avoid us triggers, this could / does lead to more fails. It could also effect which learner drivers an instructor will choose to teach, this is unacceptable. Publishing our data also has similar problems and is unacceptable. I used to be a civil servant (for many years) and I again now feel that the DVSA is my employer, they just don't pay me. I am a Grade A instructor but I am seriously considering leaving the profession after over 24 years instructing."

"DVSA are trying to use the test data in a way which is inappropriate and should consider carefully the negative implications. A very unfair system will be created through well intentioned naivety to how real people will react to the threat to their livelihood of having pupils who fail. The testing system then fails the very people it is aimed at helping because slow learners, nervous/anxious drivers and those with specific additional needs will be unable to find an instructor who is willing to risk their pass rate to provide a service because of the discriminatory way they will be treated by DVSA. The latest proposals are at odds with DVSA's own motto - Safe Driving for Life as the emphasis is very clearly shifted to passing the test first time at all costs. This is far from Client Centered Learning and shifts the focus instead onto the ADI who will be judged from all sides on a 40 minute snapshot in far from everyday circumstances on the performance of an individual who's actions are beyond the control of anyone but themselves. The average person does not perform to their normal standard of behaviour under heightened pressure (neither students nor ADI). Perhaps if DVSA considered limiting the number of attempts that someone may have at passing their L test, as with the ADI part 3, this might have a more positive impact on people only taking a test when they are actually ready? Such a move would be more supportive of and less discriminatory towards ADIs than the current proposals."

"What other fields if any are the public allowed access to the performance data of individual people without their express permission? Is the data that the DVSA use an accurate and true reflection of an individual ADI's ability. It is well known that test passes are effected by the DVSA's policy to investigate examiners that have pass rates below or above the national average. Is this going to effect the examiners decision to pass or fail a candidate because they don't want to put their heads above the parapet? Are ADI's going to pay the price for DVSA policy?"

"The industry needs to make sure that we remain accessible to learners with characteristics that increase their risk of test failure even though they are competent outside the test environment (Thinking about a pupil of mine who had a bad experience then was triggered by reversing manoeuvres in test circumstances failing 5 times on the same thing that she could do as routine during lessons)."



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"I have been an ADI for 35 years and have always tried my best to teach pupils to the best of my ability. On the odd occasion you get a pupil who suffers so much from nerves on the day of the test that they make an uncharacteristic mistake and on subsequent tests they do the same. Consequently the one or two pupils you have that suffer with high levels of anxiety on test day can really affect the instructors pass/performance data. So in future i will stop teaching those pupils who suffer greatly from anxiety?"