

LESSON PLANNING				
Did the trainer identify the pupil's learning goals and needs?				
Was the agreed lesson structure appropriate for the pupil's experience and ability?				
Were the practice areas suitable?				
Was the lesson plan adapted, when appropriate, to help the pupil work towards their learning goals?				
Score for lesson planning				
RISK MANAGEMENT				
Did the trainer ensure that the pupil fully understood how the responsibility for risk would be shared?				
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Score for risk management				
TEACHING & LEARNING STRATEGIES				
Was the teaching style suited to the pupil's learning style and current ability?				
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Were opportunities and examples used to clarify learning outcomes?				
Was the technical information given comprehensive, appropriate and accurate?				
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At the end of the session - was the pupil encouraged to reflect on their own performance?				

Standards Check

How to achieve success.....

The Standards Check is about YOU

The Standards Check exists and is a method for the DVSA to determine that you are delivering lessons to the required standard and criteria as laid out in the National Standards for Driver and Rider Training.

You will be notified by email to apply for your Standards Check. This is when the fear creeps in. But remember:

False **E**vidence that **A**ppears **R**eal. You may already be telling yourself you can't do this, you are not good enough. Remember that you are already an instructor. You've had success, your students love you.....All you have to do is show off how good you are.? How?

Here are some things you can think about to prepare

- * Review the ADI1 document (p80)
- * Review the SC1 assessment form
- * Review the National Standard for Driver and Rider Training Document
- * Analyse how you teach:
 - * key skills
 - * skills within the subject
- * What is your preferred teaching style?



01 Standards Check - Steps you can take to prepare

The Examiners Guide ADI1

Download the document [HERE](#).

Starting on page 80, highlight all SC marking areas and fully understand how they are marked. Put yourself in the mind of an examiner.

- * He doesn't know you, or how you teach
- * He doesn't know your student.
- * How will he be able to tell that you are demonstrating the competencies?

Standards Check Form SC1

Download the SC1 - Click [HERE](#)

Pick out the key words. Many of the competencies are linked. So if you are lacking in one area, it is likely to affect another.

For example, if you didn't see a Fault, you can't deal with it (lesson planning) to therefore you can't adapt the lesson to match their goals or needs and ability. (Risk management)

Understand how you teach

- What is your preferred teaching style?
- How do I teach the key skills?
- What teaching methods do I use?
- What questions do I use?

Links to additional reference materials are at the end of this document

Choosing the right pupil

The pupil choice is a very important one. If you don't select the right pupil, you may not get the best out of the lesson and therefore not be able to demonstrate the required competencies effectively. How do you choose the right pupil?

Good Rapport

Reliable

Team up with you

Skills/needs match
subject taught

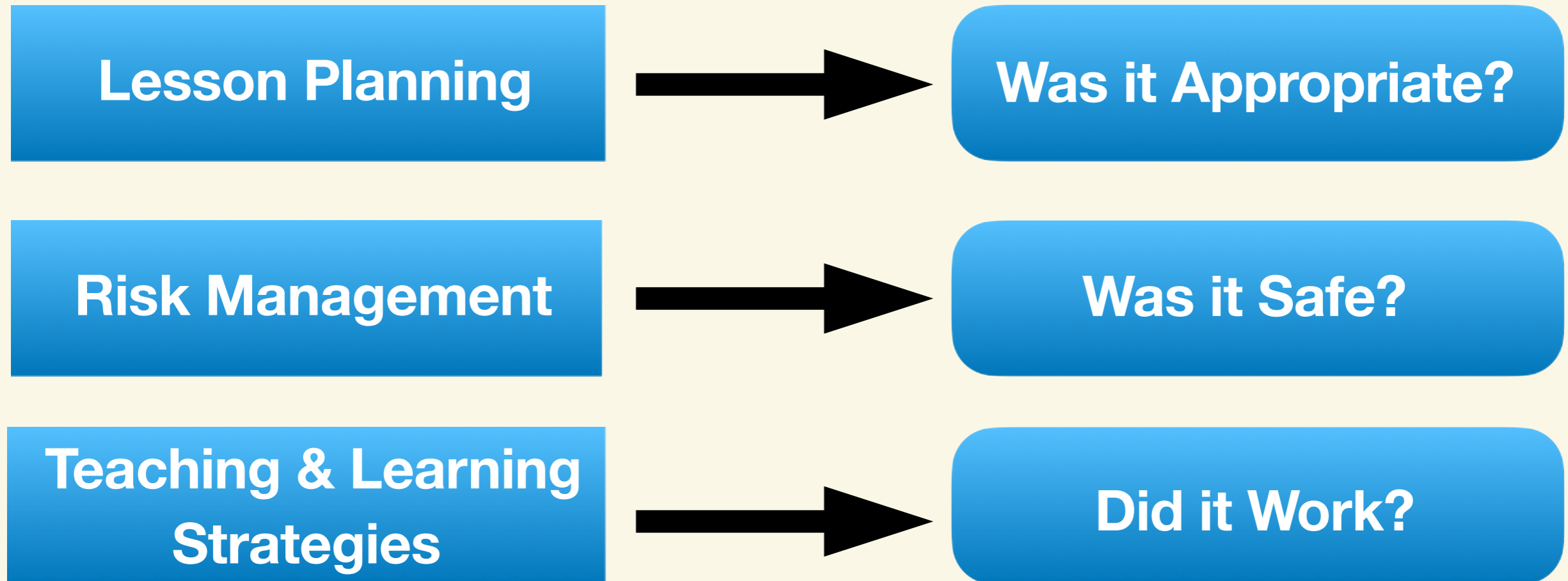
A pupil who's **learning style** matches your **teaching style**

02 | The Standards Check Competencies

Keeping it Simple

There are 17 competencies that you are assessed against during your Standards Check. These are aligned to the 'National Standards for Driver and Rider Training'

The Standards Check can be simplified to just 3 questions against the 3 top level categories in which you are assessed.



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Were the practice areas suitable?

Was the lesson plan adapted, when appropriate, to help the pupil work towards their learning goals?

Score for lesson planning

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Score for teaching and learning strategies

This normally takes place at the beginning of the lesson.

Bear in mind that during the lesson, goals and needs may change

DO:

- Get the pupil to say what they want from the lesson
- **Ask questions** to check understanding, and continue this as the lesson progresses
- **Listen** to what the pupil is saying, note their body language

DONT:

- Make assumptions about their understanding or experience
- continue to ask questions that undermine their confidence or ability

01 LESSON PLANNING

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The aim here is to allow your pupil to progress, but not get overwhelmed. It provides a **structure**.

What **experience** do they have?

What is their current **ability**

Eg - roundabouts. Don't tackle fast moving roundabouts on the first attempt. At the same time, don't restrict them to quieter roundabouts.

DO:

Build in opportunities to check understanding.

Ensure the lesson matches the learning goal.

DONT:

Deliver a pre-planned lesson that doesn't consider your pupils learning goals

Were the practice areas suitable?

Did the trainer identify the pupil's learning goals and needs?	The practice area/route that you choose should allow the pupil to practise safely.
Was the agreed lesson structure appropriate for the pupil's experience and ability?	
Were the practice areas suitable?	At the same it should be challenging but not take them too far out of their comfort zone.
Was the lesson plan adapted, when appropriate, to help the pupil work towards their learning goals?	
Score for lesson planning	DO: - choose a route that provides various opportunities to achieve their learning goal - make it challenging, but keep it realistic
RISK MANAGEMENT	
Did the trainer ensure that the pupil fully understood how the responsibility for risk would be shared?	DONT: - make the challenge so strong that the pupil's time is spent 'surviving' - expose the pupil to risks they cannot manage - Stick rigidly to a pre-planned route as the route may change according to needs
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To get a better understanding, change the wording to this:

“Did the instructor change the focus of their teaching in response to the pupils **SHOWN** needs. “

What did the pupil reveal to you about their needs? Established through questions, observing their driving, body language and so on.

Deliver, Question & Review, AGREE IT, Adapt.

Don't assume that when you achieve your outcome from the lesson plan, that's it done, and wait out the final minutes continuing the same thing.

02 RISK MANAGEMENT

Did the trainer ensure that the pupil fully understood how the responsibility for risk would be shared?

Many fail on this competency as they change to another method through the lesson. Another reason many score low is that the level of instruction is not appropriate.

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Does your pupil understand what is meant by risk?

Risk Management continues through the whole lesson, not just at the beginning.

Everyone should know what everyone is responsible for?

Combine skills with knowledge, what they can/can't do. Agree who does what and what they are responsible for.

Will you talk through, prompt or let them be independent? *'Do it together'*

'I'm here to help you physically or verbally at any point if you need it.'

If you used your dual controls, you missed discussing something that happened 20 seconds earlier

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It is important to be aware of how you give an instruction.

- * Give instructions in good time
- * Be clear, concise and specific ‘

Take the 2nd road on the left, this is the 1st’ or ‘At the end of the road turn right’

- * Adapt to the needs of your student.

For example, they may want you to give instructions earlier than you would normally.

- * Don't Confuse your pupil

i.e. saying ‘turn left here’ or ‘yeah thats right’ to acknowledge. Instead say ‘That's correct’

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This is one of your core skills as an ADI

Inside the car:

Be aware of what **your pupil** is doing

- * Their body language
- * Facial Expressions
- * Driving Style i.e. hesitation
- * Reaction to your instructions, do they understand but don't say.
- * Reaction to their surroundings

Outside the car:

- * Be aware of **surroundings**
- * Awareness of **other road users**

Judge all actions and decide if they are suitable for the situation, then respond accordingly.

Was any verbal or physical intervention by the trainer timely and appropriate?

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This is about how you respond to situations where intervention is required.

Was your action:

- * *Timely*
- * *Appropriate*

Use each situation as a learning opportunity.

- * Will you pull over to discuss?
- * Will you discuss while on the move?
- * Did you use duals/steering? Why?
- * Could you have prevented the situation by pointing out the hazard?

You must:

- * Support the pupils learning process
- * Take control if the pupil gets out of their depth
- * Allow pupil to deal with situations appropriately

Was sufficient feedback given to help the pupil understand any potential safety critical incidents?

This is about *POTENTIAL* incidents. Be attentive to checking students ability BEFORE they drive, plus the student needs to SHOW learning after an incident. Practice the skill.

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When you score less than 3 in this box, one of these 3 things has happened:

1) When an incident has happened that the instructor **failed to predict/notice** therefore failed to control, therefore failed to prevent.

2) An incident happened that the instructor **failed to manage**, for example should have used the duals, should have taken the steering or should have controlled verbally to prevent the incident being worse than it was

3) An incident happened that the instructor **failed to address correctly post event**, failed to reflect on and analysis properly with the pupil or failed to use as a learning experience and develop the pupils own awareness and understanding of what happened in an effort to lessen the chances of it happening again

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Understand the pupils preferred learning style.

Ask Them. Are they a visual learner, auditory, seeing you do it and copy, or a combination. What ever works best for them. Continue to explore other ways if needed and modify where required.

Are you aware of what their current abilities are? This links back to the Lesson Plan competencies.

The pupil should be encouraged to be responsible for their learning. This links to the competency about analysing problems and taking responsibility for their own learning.

Don't concentrate so much on the teaching tools and miss out on the learning outcome!

03 TEACHING AND LEARNING STRATEGIES

Was the pupil encouraged to analyse problems and take responsibility for their learning?

Did the trainer identify the pupil's learning goals and needs?	Take your time to help the student take more responsibility for learning by using your teaching techniques.
Was the agreed lesson structure appropriate for the pupil's experience and ability?	
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Score for lesson planning	* Be aware of over/under instruction.
RISK MANAGEMENT	* Go further with your questions, take them to the next level, i.e.
Did the trainer ensure that the pupil fully understood how the responsibility for risk would be shared?	* What factors have you taken into account when you chose to drive at this speed?
Were directions and instructions given to the pupil clear and given in good time?	* Have you got a way of knowing whether that vehicle is catching you up before you make your decision?
Was the trainer aware of the surroundings and the pupil's actions?	* Compare the photo :
Was any verbal or physical intervention by the trainer timely and appropriate?	* Look in the mirror, take a 'snapshot'. Take another 'snapshot', what's changed?
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Don't say 'Is it safe?' without a conversation on what safe is first. Your view may be different from theirs.

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Don't confuse/over complicate.

Use examples identified during their lesson.

Use real world examples. Link the theory to the practical.

*Put yourself outside the car
'If your mum was following and you forgot to signal, what would she think/say about your actions'*

Use their preferred learning style to explore ways of achieving a learning outcome.

Take your time. Ensure the student fully understands and can see the outcome themselves

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Remember that good information is:

- accurate
- relevant
- timely

Simply telling them what they did wrong will not help them overcome the problem? The student needs to understand the WHY.

Be clear on your terminology i.e. 'should vs must' You should be familiar with all the materials and publications from the DVSA.

Check the pupil understands the information given. The pupil then needs to demonstrate they understand.

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Was the pupil given appropriate and timely feedback during the session?

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All feedback should be **relevant, positive and honest**. Don't say 'well done' if the situation does not warrant it. Use feedback to reinforce understanding.

Choose **when** to give feedback, and at the **right time**. Feedback at the wrong time will result in a lack of understanding and/or loss of focus on what happened.

Rather than focus on 'weakness' consider it a 'learning opportunity'

If something is wrong, don't beat around the bush. The pupil should have a realistic understanding of their own performance.

Does the pupil understand the feedback given? Check. They might say yes but body language says otherwise.

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The pupil may have a query but not say anything. Be aware of what is **NOT** being said:

- * Their body language
- * Facial Expressions
- * Driving i.e. hesitation
- * Reaction to your instructions, do they not understand but don't say.

Know where to direct the pupil to find information for themselves.

Ensure that any information you give is accurate

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Score for risk management
TEACHING & LEARNING STRATEGIES
Was the teaching style suited to the pupil's learning style and current ability?
Was the pupil 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 pupil given appropriate and timely feedback during the session?
Were the pupil'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 pupil encouraged to reflect on their own performance?
Score for teaching and learning strategies

Your pupil should feel comfortable to express their opinions. You should create an open, friendly environment for learning.

* Attitude to other road users

You must not display inappropriate attitudes or behaviours towards other road users and should challenge their pupil if they display these behaviours.

Examples: 'BMW Driver/White Van Man'

* Attitude towards your pupil

Be aware of your position in the car. e.g. what you do when observing at junctions, how far you move. Don't invade their personal space. Be aware of the language you use.

03 TEACHING AND LEARNING STRATEGIES

At the end of the session - was the pupil encouraged to reflect on their own performance?

Did the trainer identify the pupil's learning goals and needs?

Was the agreed lesson structure appropriate for the pupil's experience and ability?

Were the practice areas suitable?

Was the lesson plan adapted, when appropriate, to help the pupil work towards their learning goals?

Score for lesson planning

RISK MANAGEMENT

Did the trainer ensure that the pupil fully understood how the responsibility for risk would be shared?

Were directions and instructions given to the pupil clear and given in good time?

Was the trainer aware of the surroundings and the pupil's actions?

Was any verbal or physical intervention by the trainer timely and appropriate?

Was sufficient feedback given to help the pupil understand any potential safety critical incidents?

Score for risk management

TEACHING & LEARNING STRATEGIES

Was the teaching style suited to the pupil's learning style and current ability?

Was the pupil 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 pupil given appropriate and timely feedback during the session?

Were the pupil'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 pupil encouraged to reflect on their own performance?

Score for teaching and learning strategies

4 traps that can catch you out:

- * Rushing this section with the pupil
- * Failing to use a client centred technique i.e. Scaling.
- * Scaling at the end, but never at the start/briefing.
- * Don't say they are doing well/well done if its clearly the opposite. - Be realistic.

3 things you can do:

- * Encourage the pupil to assess themselves.
- * Instead of 'what went well/not so well' you could try 'What did you achieve today?' How did it benefit your driving?
- * What will you continue to develop?

04 QUESTIONS

Questions play an important part in helping pupils grow in knowledge and skill. It's our job to use the right questions to help pupils learn effectively.

Try not to control the lesson with the questions.

Common control question:

* What's the speed limit on this road?

This is NOT an understanding of knowledge. They might be guessing.

A coaching question is one you do not know the answer to.

Common coaching question:

* What factors have you taken into account when you chose your speed on this road?

What we hear and what students hear may be different.

Closed questions require one word answers. Although useful in certain situations, they do not always validate understanding or show knowledge. Use them wisely.

An open question allows the student to explain the answer, or show you how they are thinking, their understanding or knowledge. Answers will also reveal training needs and then form part of the lesson.

Question:

- * Tell me
- * Give Me
- * Have you
- * Can you
- * Is there
- * Could...
- * Are...
- * Show Me....
- * Let me know when...
- * I wonder
- * Who, What, How, Where & When..

Documentation references and material

Reference Material (click the link to go straight to the document)

- Gov. uk :

* [ADI1 - Carrying out driving instructor tests and checks: examiner guidance](#)

* [Standard Check SC1 Form](#)

* [National Standard for Driver and Rider Training](#)

* [Highway Code \(online\)](#)

- Books :

* [Roadcraft](#)

* [Driving The Essential Skills](#)

* [Driving Instructor Handbook](#)

* [Coaching for Performance - Sir John Whitmore](#)