

Content is reviewed and updated from time to time to ensure the information is align to DVSA National Standards and publications.



*"Ideas to Create Notes"!*

- ✓ Questionnaire
- ✓ Testing Criteria and Grading Evaluation
- ✓ Introducing the 17 Competencies
- ✓ Training Evidence
- ✓ Lesson Plans and More

Last updated: 15<sup>th</sup> January 2022

# Training *Workbook*

Option2Drive DITAC   
Driving Instructor Training and Coach



✓ SC /Part 3 information and more

Training Manual 2021 – Edition.

Recommended:

Download the National Standards for Driver and Rider Training via the Gov.uk website and purchase a copy of the Driving Instructors Handbook (21<sup>st</sup> edition) to use in conjunction with this workbook edition.

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Content is reviewed and updated from time to time to keep up with modern training topics, coaching and information.

## Introduction

To get the most out of the course we ask that you make a positive approach to training, and positive role throughout the course.

We don't claim to be the best, but we aim to offer the highest level of training, giving you support, quality training, and guidance. This workbook is mainly to be marked by you, so please answer all questions as accurately and honestly as possible when invited to do so.


### **PDI Contract and Commitment:**


- ✓ Attend all agreed training sessions unless otherwise stated.
- ✓ Arrive on time with this workbook.
- ✓ Complete the course paperwork, including any relevant questionnaires.
- ✓ Participate fully in the course, providing a positive contribution and a willingness to learn.
- ✓ Report any issues or concerns to your trainer.
- ✓ Be fit and proper as defined in the A.D.I code of practice, when attending all training sessions
- ✓ Has any recording equipment switched off unless for the purposes of training if stipulated by trainer?


# STRUCTURED TRAINING COURSE – OVERVIEW 2023

- To be used as a guide only, as stipulated by the DVSA, Driver and Vehicle Standards Agency that any PDI (Potential Driving Instructor), must complete not less than 40 hours and signed by trainer for clarification. Although this is a standard requirement by the organisation, it can be less if on a 2<sup>nd</sup> cycle of a trainee license - after a 2-year period.
- Syllabus is updated and reviewed to keep up with modern training standards.


Module 1.


Hour	Module 1 Exercise:	
1:1	Unit 1	➤ Online Version
<b>Duration</b>	Flex - <b>Online/Car</b>	
2/4	<ul style="list-style-type: none"> <li>• Instructor and legal responsibilities.</li> <li>• (ADI) Part 3 examination process</li> <li>• 17 competencies divided in to three categories/scoring criteria.</li> <li>• extended to the "instructors' role".</li> <li>• <a href="#">National Standards for Driver and Rider Training syllabus</a></li> </ul>	
		

Program	Module 1 Exercise:	
1:2	Unit 2	➤ Trainer in Role
<b>Duration</b>	Practice – Demonstrate and Intervention	
2/4	<ul style="list-style-type: none"> <li>• Introduction into <b>client centred approach</b> to training.</li> <li>• <b>Route directions</b> and <b>instructions</b> (terminology/timing/accuracy)</li> <li>• Timing of intervention and accuracy</li> <li>• Watching the learner/behaviour and actions/MSPSL (<a href="#">trainer in role</a>).</li> <li>• Identification of faults/should not be fault based (<a href="#">trainer in role</a>).</li> <li>• Route planning (nursery/primary/advance)</li> </ul>	
		


Program Module 1 Exercise:		
1:3	Unit 3	➤ Trainer in Role
Duration		
2/4	<ul style="list-style-type: none"> <li>• Fault identification and verbal/physical intervention (advanced level)</li> <li>• Exploring analysis and behaviours of driving faults committed</li> <li>• Encouraging students to identify their own behaviours</li> <li>• Remedial action (finding solutions for faults occurred)</li> <li>• Introduction coaching methods for correction of faults</li> </ul>	
		


#### Module 2:

Program Module 2 Exercise:		
1:4	Unit 4	➤ Online Version
Duration		
2/4	Flex - Online/Car	
	<ul style="list-style-type: none"> <li>• Introduction to <b>lesson planning</b></li> <li>• Introduction to the <b>G.R.O.W model</b> which is highly recognised in coaching</li> <li>• <b>Adapting</b> lesson plans <b>with agreement</b></li> <li>• <b>Feedback</b> and rapport</li> <li>• Introduction into briefings and diagrams (VTS provided)</li> </ul>	


Program Module 2 Exercise:		
1:5	Unit 5	➤ Trainer in Role
Duration		
2/4	Risk Management/Car	
	<ul style="list-style-type: none"> <li>• Introduction to underpinning knowledge of risk management</li> <li>• Sharing responsibilities to define agreed objectives</li> <li>• Changing behaviour interventions</li> <li>• Questioning techniques that target risk factors and stimulate thought</li> <li>• Embedded command questions (risk)</li> </ul>	

Module 3


Program		Module 3 Exercise:	
1:6	Unit 6	➤ Online Version	
<b>Duration</b>	Flex - Online/Car - Lesson Planning against Performance Standards		
2/4	<ul style="list-style-type: none"> <li>• Introduction of lesson plan (evidence of learning and summary)</li> <li>• Trainer assessment and review</li> <li>• Trainer to provide analysis of learning summary and corrections.</li> <li>• Assessment and review on a live lesson (student used if applicable)</li> </ul>		
			
<b>Blended learning.</b>	This section of the course can be done online with the hours completed via online contribute to your 40 hours of CPD – Contir Professional Development.		

Program		Module 3 Exercise:	
1:7	Unit 7	➤ Trainer in Role	
Duration		Coaching/Car	
2/4		<ul style="list-style-type: none"> <li>• Inclusive learning gained from previous training techniques.</li> <li>• Understanding different students' needs (inclusive and diversity)</li> <li>• Demonstrations and techniques used in modern teaching.</li> <li>• Introduction to visual aid in greater detail (accuracy/technical/appropriate)</li> <li>• Understanding different learning styles</li> <li>• Different attitudes and recognising different behaviours.</li> </ul>	

#### Module 4

Program		Module 4 Exercise:	
1:8	Unit 8	➤ Trainer in Role	
Duration		In-Summary and Introducing Subjects/Car	
4/8		<ul style="list-style-type: none"> <li>• Cockpit drill and controls</li> <li>• DSSSM Doors, seat, steering, seatbelt, mirrors</li> <li>• Approaching left/right</li> <li>• Emerging</li> <li>• Pedestrian crossings and use of signals</li> <li>• Anticipation and planning</li> <li>• Overtaking and clearance</li> <li>• Manoeuvring</li> </ul>	



Program		Module 4 Exercise:	
1:9	Unit 9	➤ Online Version	
<b>Duration</b>	Flex – Online/Car		
2/4	<ul style="list-style-type: none"> <li>• Final Assessment and review</li> <li>• ADI21T signed and dated to satisfy DVSA requirements</li> <li>• Trainee provided with training evidence and log</li> <li>• Final debrief and completion</li> <li>• ADI21AT signed and dated if applicable of trainee license</li> </ul>		
			

All units above can be adapted to suit the needs and ability of the trainee!

Manager/trainer and principle of Option2drive DITAC

# SC1 Explained

DVSA Examiners Marking Sheet Scoring and Criteria.





**Driver & Vehicle Standards Agency**

INFORMATION

Candidates name <input type="text"/>		Location <input type="text"/>		Outcome <input type="text"/>
PRN <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date <input type="text"/>	/	<input type="text"/>	/	<input type="text"/>
I declare that my use of the test vehicle for the purposes of the test is covered by a valid policy of insurance which satisfies the requirements of the relevant legislation.				
Dual Controls		Reg No <input type="text"/>		
Yes <input type="checkbox"/>	No <input type="checkbox"/>			
Log book		Trainer		
Yes <input type="checkbox"/>	No <input type="checkbox"/>	PRN	<input type="checkbox"/>	<input type="checkbox"/>
Trainee Licence		ORDIT		
Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Accompanied? QA <input type="checkbox"/>		Trainer <input type="checkbox"/>	Other <input type="checkbox"/>	

ASSESSMENT

<b>Lesson</b>	Beginner <input type="checkbox"/>	Partly trained <input type="checkbox"/>	Trained <input type="checkbox"/>	FLH New <input type="checkbox"/>	FLH Experienced <input type="checkbox"/>	Competence			
Student:						0	1	2	3
<b>Lesson theme:</b>	Junctions <input type="checkbox"/> Town & city driving <input type="checkbox"/> Interaction with other road users <input type="checkbox"/> Dual carriageway / faster moving roads <input type="checkbox"/> Defensive Driving <input type="checkbox"/> Effective use of Mirrors <input type="checkbox"/> Independent driving <input type="checkbox"/> Rural roads <input type="checkbox"/> Motorways <input type="checkbox"/> Eco-safe driving <input type="checkbox"/> <input type="text"/> Recap a manoeuvre <input type="checkbox"/> Commentary <input type="checkbox"/> Recap Emergency stop <input type="checkbox"/> Other <input type="text"/>								
	No evidence						Demonstrated in a few elements		
							Demonstrated in most elements		
							Demonstrated in all elements		

**Lesson Planning**

Did the trainer identify the pupil's learning goals and needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Was the agreed lesson structure appropriate for the pupil's experience and ability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Were the practice areas suitable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Was the lesson plan adapted, when appropriate, to help the pupil work towards their learning goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Score for lesson planning						<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Risk Management**

Did the trainer ensure that the pupil fully understood how the responsibility for risk would be shared?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Were directions and instructions given to the pupil clear and given in good time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Was the trainer aware of the surroundings and the pupil's actions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Was any verbal or physical intervention by the trainer timely and appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Was sufficient feedback given to help the pupil understand any potential safety critical incidents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Score for risk management						<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Teaching & learning strategies**

Was the teaching style suited to the pupil's learning style and current ability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Was the pupil encouraged to analyse problems and take responsibility for their learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Were opportunities and examples used to clarify learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Was the technical information given comprehensive, appropriate and accurate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Was the pupil given appropriate and timely feedback during the session?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Were the pupils queries followed up and answered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Did the trainer maintain an appropriate non-discriminatory manner throughout the session?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
At the end of the session – was the pupil encouraged to reflect on their own performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Score for teaching and learning strategies						<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<b>Overall score</b>						<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

REVIEW

Did the candidate score 7 or less on Risk Management (A 'Yes' response to this question will result in an automatic Fail)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At any point in the lesson, did the candidate behave in a way which put you, the pupil or any third party in immediate danger, so that you had to stop the lesson (A 'Yes' response to this question will result in an automatic Fail)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was advice given to seek further development?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YES NO

Feedback offered to Candidate	<input type="text"/>
Examiner Name	<input type="text"/>
Signature	<input type="text"/>

## 07. Scoring Criteria and (ADI) Part 3 (SC) sheet.

### Assessment Notes

This form is designed to identify the strengths in your instructional ability and to highlight any areas which you may need to develop. The form is provided in conjunction with verbal feedback with the aim of helping you understand your instructional ability. The examiner has assessed your overall performance based on the markings shown against the lower competencies.

### Criteria for Scoring Assessment

Is against three broad areas of competence:

- Lesson planning
- Risk management
- Teaching and learning strategies

A full description regarding the assessment can be found in the “National standard for driver and rider training” available on [www.GOV.UK](http://www.GOV.UK) (Teaching people to drive).

Further information may also be obtained from the relevant publication from the series of OFFICIAL driving books and other media products from DVSA. These publications can be purchased from all good book shops or by visiting [www.tsoshop.co.uk/bookstore](http://www.tsoshop.co.uk/bookstore) If you are unsuccessful or if you require further development, you should discuss the outcome of your test with your trainer or contact a DVSA accredited ORDIT trainer to assist you.

A list of ORDIT trainers can be found at: <https://www.gov.uk/find-driving-instructor-training>.

### ADI Grades:

Assessing the lower competencies will represent a ‘profile’ of Instructional Competence.

Score	Description	GRADE
Ungraded	Unsatisfactory performance	FAIL
Pass	Sufficient competence demonstrated to permit entry to the Register of Approved Driving Instructors	GRADE B
Pass	A high overall standard of instruction demonstrated	GRADE A
Notes:		

## 01. Instructors Role & Legal Responsibilities

### Introducing the ‘National Standard for Driver and Rider Training’

This national standard sets out the skills, knowledge and understanding needed to deliver a programme of driver or rider training. It covers training for drivers or riders of all types of cars, light vans, motorcycles and mopeds for use on the road. It covers training for licence acquisition and post-test driving/riding programmes.

**Role 6 – Deliver driver/rider training programmes Unit 1 – Prepare to train learner driver/riders – meet all legal requirements** What this unit is about This unit is about confirming that you meet all the legal requirements before you start delivering training. These cover

- The vehicle or machine you intend to use
- Your status as an instructor

### Role 6 Unit 2 – Design learning programmes

What this unit is about this unit uses a ‘**client-centred**’ **learning approach**. It is about maximising learning by considering the status, prior experience and particular needs of the learner. This unit assumes that any instructor should be able to respond to the needs of any individual who wishes to be trained. It is unreasonable to expect an instructor to understand, and be able to respond to, the specific needs of every type of special need. However, they should be able to actively manage the process of finding alternative support in these circumstances.

## Role 6 Unit 3 – Enable safe and responsible driving/riding

What this unit is about This unit is about helping and supporting a learner to acquire the skills, knowledge and understanding that they need to drive safely and responsibly throughout their driving career. This means that the unit is not just about teaching a learner to pass a test. Instead, it is about developing the learner’s competence and their willingness to continue the learning process beyond their test.

### Unit 6.3 – Enable safe and responsible driving/riding

This unit contains four elements Element

6.3.1 – Create a climate that promotes learning Element

6.3.2 – Explain and demonstrate skills and techniques Element

6.3.3 – Coach Element

6.3.4 – Facilitate group-based learning

## Role 6 - Deliver driver/rider training programmes

### Role 6 Unit 4 – Manage risk to instructor, learner and third parties

What this unit is about

This unit is about actively managing the risks that can arise while delivering driver/rider training and ensuring, as far as is within your control, the health and safety of all involved.

This unit contains three elements Element

6.4.1 – Manage the on-road environment to minimise risk Element

6.4.2 – Manage the risk of violence in the learning environment Element

6.4.3 – Manage health and safety in the classroom environment

**(Copy link into web browser to download the National Standards for Driver and Rider Training).**

<https://www.gov.uk/government/publications/national-standard-for-driver-and-rider-training>

## Giving Route Directions



### Scenario of Examples: ✓


#### Do's

At the end of the road, I would like you to turn left/right.

I would like you to take the next road on the left/right.

At the roundabout I would like you to follow the road ahead

At the **roundabout** I would like you to take the **third exit please, this is your 1<sup>st</sup>, this is your 2<sup>nd</sup> etc.**

References = Driving Instructor Handbook pg. 156 

### Scenario of Examples: ✗

#### Don't

I would like you to turn left/right.

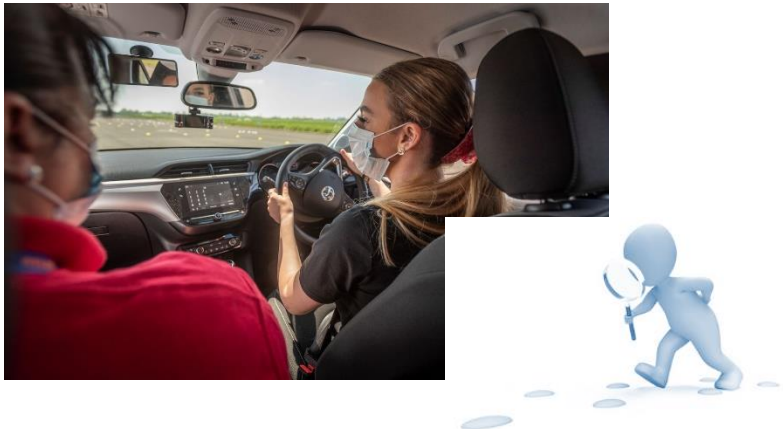


I would like you to take the TURNING on the left/right.

At the roundabout I would like you to CONTINUE the road ahead.

At the **roundabout** I would like you to take the **third exit please, this is your 1<sup>st</sup>, this is your 2<sup>nd</sup> etc.**

Brief Notes for Giving Directions and Instructions	
Write down 3 things you have learnt from this exercise.	
Star Date:	
Completion Date:	
Trainee Initials:	Trainer Sign:

## Look, Listen & Follow

	<p>Do's </p> <ol style="list-style-type: none"> <li>1. Look in the direction your student looks!</li> <li>2. Only look after they have looked.</li> <li>3. Look continuously at them and their body language whilst observing front!</li> </ol>	<p>Don't </p> <ol style="list-style-type: none"> <li>1. Look the opposite way</li> <li>2. Don't prompt/look before they have!</li> <li>3. Don't just look at the student.</li> <li>4. Don't take your eye off the road</li> </ol>
---	--	--

	<b>Watching the Learner/ General Behaviour</b>	
	What have you learnt from this exercise with your trainer? Keep it brief!	
Start Date:		
Completion Date:		
Trainee Initials:		Trainer Sign:



Situation Awareness/Risk Prevention



**What/Where/When/How**


References = Driving Instructor Handbook pg. 138



The point of this exercise is that it enables the trainer to become better equipped with different questioning techniques.

• **Based on Fault Recognition, and General Awareness.**

- Do's 
1. Start with asking "questions" that only start with **What, Where When and How?**
  2. Allow time for student to reflect and allow for PAUSE  points.
  3. Only ask questions that are related to their experience.
  4. Encourage open ended questions if time allows!

- Don't 
1. Do NOT ask **same** question over and over again! **Boring, not engaging and no value to learning.**
  2. Don't talk over student, *wait for their response.*
  3. Avoid ASKING questions when they are approaching a **HAZARD!** **You will ONLY likely to distract them from the driving task.**
  4. **Don't** bombard the student with **question after question**, and avoid asking questions that are out of their depth, which will only make them feel stupid!

Questioning Techniques & Situation Awareness.	
Write down 3 things you have taken away from this exercise.	
Star Date:	
Completion Date:	
Trainee Initials:	Trainer Sign:

## Use the VARK Model.

References = Driving Instructor Handbook pg. 118-119



This VARK tool will provide you with a better understanding to how people learn best.

Visit our website for more information on VARK:

<https://www.option2drive.co.uk/adi-learning-resources>

### • Based on Different Learning Styles!

Do's 


5. First, ask your student particularly in the first lesson how they learn best?  
**Use VARK Model: Visual, Auditory, Reading, Kinaesthetic**
6. It is important to get to know the student you are working with and what works for them.
7. You should work around your students needs, learning styles and be accommodating to their every needs.

Don't 

5. Do NOT use methods that you have work for every student, remember, not every student will be the same.
6. **DO NOT assume you know the students style of learning. In this case they are unlikely to learn anything!**
7. Do not use a style that works for you as a trainer, it isn't you paying for the lesson, or learning to drive! Be considerate and ask questions if you don't know the person you will be teaching to understand how you can work with them!



Learning Styles.	
	Write down 3 things you have taken away from this exercise.
Star Date:	
Completion Date:	
Trainee Initials:	Trainer Sign:

This section looks at analysis and problem solving.

References = Driving Instructor Handbook pg. 119-120 

**Encouraging reflection and allow the learner to take responsibility for their own learning.**

(Teaching in-car practical skill) Skill's needed for this section is a clear tone of voice, concise and accommodating with exceptional terminology.

• Performance, Goals, Idea, Success, Support, Encourage, Attitude	
<p>Do's </p> <ul style="list-style-type: none"> <li>8. Allow the learner to reflect on what went wrong and why?</li> <li>9. Prompt if they don't know!</li> <li>10. Give answer if they don't get the prompt!</li> </ul>	<p>Don't </p> <ul style="list-style-type: none"> <li>8. Don't tell them what they done wrong</li> <li>9. Don't give straight answers unless prompting has taken place</li> <li>10. Do NOT answer their questions when they have experience, ask what they think!?</li> </ul>

Was the student given time to reflect on their own performance?
As a trainer, write down what you learnt from this?
Star Date:
Completion Date:
Trainee Initials: <span style="margin-left: 150px;">Trainer Sign:</span>

## GROW – MODEL

This model will enable you to build structure to your lesson's!

References = Driving Instructor Handbook pg. 141-142



- **Goals and Needs, GROW Model.**

This model is highly recognised in the Driving Instructors Handbook. (Author of GROW, Sir John Whitmore).

Do's 

11. Identify the "Need" within the GOAL.
12. Identify where they are now in their learning (Reality)
13. Agree the options available to them to achieve the Goal.
14. How will you get them there, and how will they know when they have reached their "Goal". (Use SMART objectives).

Don't 

11. Do not decide what their goals are. Simple fact is, you DON'T KNOW!
12. Don't change the GOAL without GAINING agreement first.
13. **Don't ASSUME you can TEACH a Goal!** a goal is the **outcome**, what are the skills needed to reach the **outcome!**
14. Don't set unrealistic Goals! They will not be achieved, or unlikely!

	So, the goals are the overall outcome of what's to be achieved, the need is something specific to achieve the outcome.	
5.	Name 3 things that you will take away from this exercise.	
	Star Date:	
	Completion Date:	
	Trainee Initials:	Trainer Sign:



This exercise is about ensuring communication, terminology is clear and concise.

**Was sufficient feedback given to help in the student avoid anything safety of critical?**

*Does the student know what they did wrong, are they aware of how their response may have affected others, are they aware of how it may affect them?*

Do's

1. Encourage the student to think about what they could have done differently?
2. Do they see the benefits in doing it this way?
3. Did trainer engage in consequences?
4. What about the student? Do they know why it should be done this way?

Don't

1. AVOID telling the student what they could have done differently?
  2. Don't assume you know why they had made this driver error, ASK!
  3. Don't give consequences, encourage student to think this through?
  4. Don't just tell them why, but use credible resources to justify what you are telling the?
- Highway Code
  - Driving Essential Skills
  - RoadCraft

**Feedback/Support/Safety or Critical**

5. *Name 3 things that you will take away from this exercise.*

Star Date:

Completion Date:

Trainee Initials:

Trainer Sign:

Keep in mind, what we have covered so far in your ADI training and development. This section looks at how you can put all that you have learnt into practice! Consider VARK, the GROW model in this part, inclusive of questioning techniques, what, where, when and how could it be done differently, how will it be managed, how long does the pupil need in practice. Also, consider what route they will need to develop, next actions.

## YOUR ROAD TO ACTION PLANNING!

- Look, Listen and Follow/Behaviour
- Situational Awareness/Identification
- Reflection/Why
- Feedback /Safety and Critical
- Plan to Move Forward/Adapt/GROW

A.	<b>Observed behaviour</b>	
B.	<b>Situation</b>	Where, When, why, how
C.	<b>Reflection</b>	Analysis/Behaviour
D.	<b>Feedback</b>	Consequences/change of behaviour
E.	<b>Adapt Structure, (if necessary)</b>	Adapt the plan/GROW

So now, we have created - above a plan of action. Of course, this can only refer to as guide, and you will need to be **flexible** and **adaptable** in your lesson delivery.

Your trainer will provide you with a “Lesson Plan”, specifically on only one subject, but again... can be used as a guided approach to many other subjects.

When you have received the Lesson Plan, you will embed A to E above in above actions to assist your student when a driving fault is committed, they become confident with a given situation, or they are emotionally impacted by their own, or other behaviours.

Typical Action Plan:

The benefit of this plan shows that they are more likely to make appropriate changes.

Given corrective analysis is also crucial. It has been known that we trainers at time may assume what went wrong, or why it went wrong, but the matter is, that we never asked the right questions to establish exactly why a driving fault may occurred in the first place. Below shows a good VS bad example.

<b>Bad example:</b>	Observed behaviour: Joe, I noticed you cut that corner when turning right Situation: wide road - road turning in. Reflection/analysis: You did not use the reference points shown on previous lesson. Feedback: well, had a car been emerging you would have caused damage, possible injuries. Adapt: Let's think about moving on to this, and we will revisit the original goal later.
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This example shown above shows a very weakness from the trainer. They have given the answer to what was observed, from the outset. Yes, it was reasonably a wide road, but the reason given in the example, that the student had not used the reference point shown from previous lesson is politically incorrect. Below is an example that will demonstrate what the corrective analysis was, rather than it to be assumed. So why do we give the wrong analysis being given. Well, evidence shows, that we don't always get the best out of our students, by allowing them to take some responsibility what their mistakes are. Instead, we give it to them on a plate, and unfortunate this is where it all goes wrong!

Have you also noticed in the above plan, that the trainer adapted the lesson plan without gaining prior agreement?

What is the situation?

<p>Good example:</p>	<p>Observed behaviour: Joe, how did you feel about that last right turn.</p> <p><b>Situation: wide road - road turning in.</b></p> <p>Reflection/analysis: Why do you think that happened.</p> <p>Feedback: well, what would you do differently and why.</p> <p>Adapt: How do you feel about revisiting that same, or a similar junction to practice this.</p>
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**You will see above, in good example... that the trainer has asked questions rather than given all the answers! The simple fact is. That if you don't ask, you won't know!**

**In the scenario shown here, they student had replied that they knew what the reference points were and hadn't forgotten. However, they were watching their friend whilst observing from the passenger seat, cut the corner due to the length, and size of vehicle being towed, and acknowledged that this is what caused them to do the same.**



## Questioning Techniques

Start with “What” in every question, then MOVE on!

This is purely based on Q&A technique and will allow the trainee to become confident in asking open questions that manage risk, as well as checking their understanding.

- What
- Where
- Why
- How

**This exercise should only take 1 hour, but more time maybe needed given the trainees experiences.**

**Once completed, write in a few words what you had taken from this activity, and how you feel it could help you in your training delivery?**

**Date:**

**Time:**

**Location:**

## Part 3 Lesson Planning Sheet – Lesson Overview

When you compile your plan, take in consideration:

- ✓ Your student’s experience
- ✓ Their understanding
- ✓ Their confidence
- ✓ The ability to deal with different road types and situations
- ✓ Time of day
- ✓ Traffic conditions
- ✓ Prior practical and theory based knowledge

(ADI) Part 3 – Final Training Assessment for in-Car Training.

Student Name		Form assessed by	
Date		Date	

<b>Student Name</b>		<b>Test Date</b>	
<b>Test Centre</b>		<b>Lesson Title</b>	
<b>Examples:</b> Junctions/Roundabouts/Pedestrian Crossings/Meeting Traffic/Other:			
<ul style="list-style-type: none"> <li>• FLH: Full License Holder</li> <li>• PLH: Provisional License Holder – Test Standard</li> <li>• Newly Qualified Driver</li> </ul>			

Why is this lesson appropriate for the driver?
What skills are needed to ensure the student meets their lesson objectives?
<b>Introduction/Briefing</b>
Key learning points for the lesson introduction and potential learning goals? (Approximate time in minutes):
Note: Thinking about what', why, How? Will help you build your plan.
How have you used the GROW model to help with this plan?

Key learning points, training method and relevant route features? (Approximate time in minutes). <b>Route Start Location:</b>	
How will risk be managed?	
<b>Consider, what, where - why and how</b>	
Examples of questions you may ask to encourage self-reflection?	
End lesson feedback, what will you discuss during the de-brief?	
<b>Date of Lesson in action:</b>	<b>Please leave reflection notes below to summarise lesson:</b>

**There are a few things to consider when creating lesson plans for your learners on a Part 3 or the Standards Check, these are:**

- Agreed subject
- Topic/focus and lesson goals
- Materials needed
- Learning objectives
- Structure / activity
- Time constraints
- Assessment

*(References made in the Driving Instructor Handbook, page 141 of the 22<sup>nd</sup> Edition.*

### ***GROW: GOALS, REALITY, OPTIONS, WILL***

*Further information can be found on our Resources Hub by visiting our website.*



<https://www.option2drive.co.uk/become-a-driving->

Lesson structuring is a very important part of your training session, you need to know your pupils' specific requirements in order to plan next steps. This would require their experiences, and how this can be tarnished with the skill and knowledge they may have from existing experiences if any. As a trainer, you will need to have the ability - to know and understand the time scale to reach such goals with a tangible plan to refine your pupil's skill to get them to reach their goals. Ensuring that agreed objectives are realistic and achievable and tailored to your pupils' every needs. Use the "GROW modal" as an example within this guide.

# G.R.O.W

Below is an example of a structured **lesson plan** linked to the colour chat above.

## **Goals:**

To know what speed to approach roundabouts safely and to understand the dangers of not applying the correct speed or routines.

## **Reality**

Consider where the pupil is now, where do they want to be, and more importantly; how will they get there. Think of this as a journey within the learning process.

## **Options**

What options are available to your pupil, what is the next planned step, what steps may they consider helping with their learning. As a trainer, and talking from experience, it can be a good idea to make suggestions if they cannot think of a way forward but allow the pupil to think in which options will help them best to work towards their goals.

## **Will, Way Forward**

When it needs to be achieved by, where it will be achieved, who they will want to address this with, consider the specifics that are clear and defined.

# Structured Training.

Give an example of how you would structure a lesson plan in just a few sentences?

*(Compile the following, the pupil, the goal, the time, and the following steps).*

# The Client Centred Approach.

Further information can be found in the [Driving Instructors Handbook – page 138 \(22<sup>nd</sup> Edition\)](#)

Client led training is meant that the learner dictates the conversation by way of explaining their specific approach to learning, and requirements. On the other hand, instructor led, is that the trainer dictates what, and when things will happen, without acknowledging the learners' individual needs.

This approach is more about what the pupil needs to help them reach their goals, and in the steps, they wish to take to get there rather than the instructor leading the steps otherwise known as instructor led. This does not give great lesson value, and can at times demotivate, and learning will often not take place.

For example, a pupil may ask that they wish to go back over roundabouts as they did on previous lesson to help them gain safe positioning. However in this instance the instructor may ask what help can they offer to help the student achieve safe positioning and when?; this is where there is a mutual understanding and agreement to outline the focus of that topic that the student has chosen without the instructor dictating what the session will consist of, or how they wish to offer support rather than the student have any say; of their preferred methods or choices in which they learn best. Client led is often referred to as the instructor allowing the student to analyse and take some degree of responsibility to answer questions and think for themselves and often is said to be more effective for those who have had a fair amount of driving experience. Instructor led can be more geared towards novice drivers who are in the early stages of learning.

# Introducing you to the (VTS) Visual Teaching System.

Module 4/Unit 4:

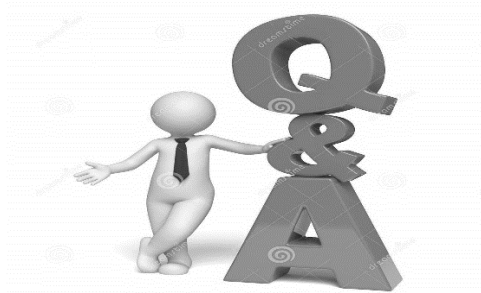
Knowledge is power as they say...! But this is very true when you know your topic and subject matter.

**This VTS consists of many topics:**

Controls lesson, moving off and stopping, Use of mirrors, Use of signals.  
Approaching and emerging at T-junctions, meeting crossing and overtaking,  
Manoeuvres, Pedestrian crossings, Judgement, and speed

You will need to become familiar with this manual, as you will be introducing subjects in lessons to your students, and by using visuals can be a very effective way to get the message across as studies show that, many people learn best from visual.





## Scenarios and Examples

Examples/Definitions:

The statement below are just some brief examples of how **Q&A** can be used in driver training with experienced and inexperienced drivers. Use this as a general guideline in your training to identify the different types of **questioning** techniques. Trainer to provide support if needed.

# Questions and Answers (Q&A)

Different types of questions used.

**There are several types of questions used in today's coaching world. Below are examples only:**

Thought based: Example: what is the speed limit here Harry and why?

Those that stimulate: These are often ideas or enthusiasms that create a scenarios.

Open and closed: Those that only often require 1 answer, such as yes, or no!

Embedded command: You give a **command** then ask the learner why they think that command was given.

Questions can be thought provoking to help understand what one might do, or embedded command questions designed to tackle a potential risk aspect, or even effective questioning which encourages the student to come up with an answer but could be very diverse, which at times are great to keeping the student alert. There are also open and closed questions which can be useful depending on one's level of experience and relevant timings approaching a potential hazard where you may not have time for discussions, so here a quick question that only requires a yes or no could be useful.

Some questions I have seen in my experience from watching other trainers sat - in the back of their car whilst on a live lesson have no relevant meaning, such as you look ahead and ask the pupil what the speed limit on this road is? in which the sign is clearly sign posted. This does not stimulate thought and does not challenge what the pupil may know or understand. Instead asking why this is the speed limit is more likely to gain bigger results and have a bigger impact on learning.

Embedded command questions are also useful in a situation that you know the pupil may have less experience dealing with a current traffic situation. For example, you may ask a direct question like; "where will you stop"? An embedded question is "why do we need to stop there?" Here you see one is direct, and the other is embedded. These are great questions when on the move and bring the understanding of clarity to the pupils learning.

Effective questioning involves using questions in the classroom to open conversations, inspire deeper intellectual thought, and promote student-to-student interaction. Effective questions focus on eliciting the process, i.e. the 'how' and 'why,' in a student's response, as opposed to answers which just detail 'what.' Using them in the classroom creates opportunities for students to analyse their own thinking, that of their peers, and their work.

## Benefits of Effective Questioning

Using effective questioning in your training brings a host of benefits, as it:

- Encourages students to engage with their experiences.
- Helps students to think out loud.
- Facilitates learning through active discussion.
- Empowers students to feel confident about their ideas.
- Improves speaking and listening skills.
- Builds critical thinking skills.
- Teaches respect for other people's opinions.
- Helps students to clarify their understanding.
- Motivates students and develops an interest of a topic.
- Allows teachers to check students' understanding.

Open and closed questions:

Closed questions are easy for a respondent to answer. Some examples when they can be useful are for example you have less time to facilitate discussion when dealing with a complex task, or where time is ungiven. Open questions are work in a similar way, by way of the respondent answering "yes" in each situation they may find their selves in. The pitfalls you may endure in these types of questions, are that you will not know if the pupils know the technical detail to a question being asked, as it these types of questions often do not stimulate fault. In some cases, the pupil may not have the comprehensive understanding entirely of the question being asked – and as a trainer you may never know this, as from what they know they have just answered with a yes or no!

The difference between prompting and questioning!

Many ADI's and PDI's, and just talking from experience seem to crosswire the differences here. Below is an idea of the differences designed to help the PDI understand the differences?

**Scenario 1:** Q&A "When leaving this roundabout, do we need a signal"?

**Scenario 2:** Prompt: When leaving this roundabout, what must you consider when others are following.

- Test Information and Evidence of Training Log

Trainee Name			Trainee PRN			Trainer/Coach Name			Trainer PRN:	
Examination	Attempt(s)	Pass (P)/(R) Re-take	Test Centre	Test Booking Date	Hours received to date	Training Location	Training Consistency			
Part 1										
Part 2										
Part 3										

Your car **MUST** be roadworthy on all examination tests, and meet the requirements as per DVSA guidelines which you can find on .Gov.uk website. You must bring a pupil to your (ADI) Part 3 examination, if your pupil cannot make it, you should inform the DVSA in the first instance, showing them any evidence of cancellation by text message or call status. If you fail to bring to your Part 3 tests, you will lose your booking fee.

The information below are recorded topics on sessions. It is not a strict requirement as your trainer will have the training sessions recorded on their own monitoring sheets, but you may want to tick what has been covered for your own log.

### Lesson Themes:

- Lesson themes and evidence.
- Evidence of training MUST be filled out after every training session.
- Blank spaces are to be marked with an X

<b>Tick Lesson Themes X</b> Trainer may use A.D.I 21T with this evidence sheet.				
1. Junctions		Use of Mirrors		Turning Right/Crossing
Town & City Driving		Rural Roads		Emergency Stop
Interaction with other road users		Motorway Driving		Defensive Driving and Anticipation
Dual Carriageways		Eco – Driving to the System		Recap a Manoeuvre
Open Roads		Roundabouts		Other

- Due to government guidelines relating to C-19, your trainer will have their own log-sheet for the below section which he/she will fill-out at the end of every session but this does not require trainee to be present. You're within your rights to have a copy of all training undertaken upon request.

✓ Evidence of Training and Record of Hourly Sessions.

Themes	Date	Unit/Modules	Hours	Paid Y/N	PDI Sign	ADI Sign
			2			

Use additional paper if necessary.

## Trainee Licenses:

### Additional Hours.

PDI trainee licenses must have our establishment name recorded on the back footer of the trainee licence to provide supervision/additional training under strict assessment and review process. It is our duty to check your trainee license meets the requirements set out in the "Licensee Code of Practice". If you are transferring from another training provider, and therefore MUST inform the DVSA of any such changes to licensing or registration documents, this may include name(s), addresses and reason for the change of driving school. Where an ADI21/AT form is completed by your trainer for any in-car training received, this would have their details on during submission process for evidence of hourly training sessions. If you're planning on working as a PDI for another establishment, then you will need to obtain an "ADI3L (MD) form" either from the training establishment who you wish to franchise with, or this can be downloaded from the Gov.uk website if applying for the trainee license either for the first or second time if an extension is granted.

When applying for a trainee license your training will often check the "additional training" box before signing this application form to ensure a blend of training can be offered. The blend is either 1:1 training or 2:1 with a lice student whilst your trainer observes your lesson. This is often referred to the contributing additional 20 hours that you must receive as part of your trainee licence practices as set out and in line with the PDI regulations under the road traffic act.

Additional Hours Received:	Complete Date:
Not less than 20.	
Coach to Sign:	Date:

- **How We Collect Data**

Terms and Compliance with GDPR 2019 - Present.

The (GDPR) General Data Protection Regulation is a major change to how data is processed from 25<sup>th</sup> of May 2018.

We take data protection very seriously at **Option2Drive DITAC** and understand how important it is when holding any information on individuals with their consent. We will not use any information provided for marketing or of anything of a similar nature other than the purpose of driver training records only.

All information is securely stored only for this purpose, this includes data from our website “forms” when making any booking as part of our booking obligation and our online progress reports, email addresses, contact numbers and names with paper reflective training logs. For us to keep all personal information, this includes but not limited to contact numbers, email address, name, home address, license and PRN numbers, including of dash-cam footage and in-car technology which films externally and muted to protect the identity of those entering and leaving the training vehicle. The technology in use is for insurance purposes only. Please sign this document below to give consent of all the above, and for your trainer to store sensitive data safely and securely.

If you wish for us to withdraw your details at any time, please write to us via email to [support@option2drive.co.uk](mailto:support@option2drive.co.uk) stating your name, date and reason. Please sign below to give consent if you agree to all the above.



## Stay alert | Keep Safe | Think

**We can all help control the virus if we all stay alert.**

Training Vehicle: Please ensure that any vehicle used for training must be clean in and out, for hygiene purposes. Speaking from experience I understand that this is not always easy to control but all efforts must be made where possible.



- ✓ When you cough
- ✓ or sneeze cover
- ✓ your mouth and
- ✓ nose with a tissue
- ✓ or your sleeve

- ✓ Put used tissues
- ✓ in the bin
- ✓ immediately and
- ✓ wash
- ✓ your hands
- ✓ afterwards

- ✓ Wash hands with
- ✓ soap and water for
- ✓ at least 20 minutes

- ✓ Use hand sanitizer
- ✓ gel if soap and
- ✓ water are not
- ✓ available

- ✓ Keep your
- car clean

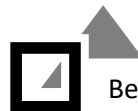
Thank You!

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Trainer/Manager and Content Design,  
of Option2Drive Driving Instructor Training and Coach. (DITAC)  
Sonny Hussein.

(ORDIT) Official Register of Driving Instructor Training.



Behavioural Change in Driver Psychology.

Assessment and Evaluation Coach.



Registered with the DVSA for all your training needs.