

ADI Part Two Test Procedure.

DSA Training & Development Centre
Cardington

 Driving Standards Agency

What is included in the Part Two Test?

- Reception and Identity checks.
- Invite trainer on test ?
- Eyesight
- Vehicle safety questions - 3 show 2 tell
- An hours drive on all classes of roads
- All manoeuvres to be done and include; (TIR- L & R revs - Rev park – ES - up/down/angle/level starts)
- Independent Drive (Approx 10 min)

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Preparation & Reception.

- DL25 - Code 10.
- Category - ADI2
- Pass letter ADI11. Fail letter ADI10D.
- Examiner to do a self introduction and shake PDI's hand.
- Both parts of a new style licence must be produced.
- Licence counterpart opened up as usual.
- Old style licence must be accompanied by a valid Passport.
- Licence to be scanned.
- Confirm here for part 2 test
- Enquire whether the PDI has a mirror for examiners use.

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Eyesight Test.

- New style number plates at a distance of 26.5 metres
- Old style number plates measuring 79.4 millimetres in height at a distance of 27.5 metres .
- Failure to read the number plate after 3 attempts will result in a fail (code 3). A D255 is not completed.

 Driving Standards Agency

Vehicle Safety Questions.

- 5 Questions in total.
- 3 'Show Me' & 2 'Tell Me'.
- No combinations.
- Questions to be randomly selected.
- Questions used to be recorded on the DL25B (Test report).

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Pre-brief and test introduction.

- Provide the PDI with an overview of the test requirements which will include all manoeuvres, independent driving etc.
- Normal test wordings to be used and.....
-remind the PDI that a 'High Standard of driving is expected'.

 Driving Standards Agency

Assessment & Marking.

- A maximum of 6 driving faults for a 'Pass'.
- 7 or more recorded as a fail.
- A 'serious' or 'dangerous' fault recorded as a fail.
- Remember the 'first' driving fault could be the 7th. Is it 'worthy'?
- Eco Safe Driving is assessed as per all other tests.

Driving Faults.

- A fault that would be marked on an 'L' test would be also recorded on an ADI Part 2 Test.
- However, a driving fault on an ADI Part 2 test may not be considered as being 'worthy' on an 'L' Test. (speed limits / accuracy in manoeuvres)

What is the 'Higher' standard?

- A maximum of 6 driving faults.
- Driving for a longer period of time.
- Covering more challenging roads including motorways where possible.
- All manoeuvres including the right reverse. and ES every test.
- The ability to demonstrate effective planning, awareness and anticipation.

Completion of Test.

- Completion as per other tests.
- Provide PDI with the opportunity to have their trainer listen to the result / debrief.
- Complete the appropriate letter ADI11 for a Pass and ADI10D a fail.
- Eco Safe Driving-advise to visit Direct Gov web site for info.
- Driving Test report for a fail to include an explanation of each driving fault and any serious/dangerous faults. Safety Questions to be recorded on all reports.

ADI PART 3 TEST

Introduction to the ADI Part 3 Test
including Phase 1

*NSA Training and Development Centre
Cardington*

ADI PART 3 TEST

What is an ADI part 3 test?
Who is eligible?
How long does it last?
What do you have to do?

ADI PART 3 CONTINUED

The test comes in the form of "PSTs"
How many PSTs are there?
How many levels and
What are they?

ADI PART 3 CONTINUED

Documentation to be completed before entering the
waiting room

In the waiting room

- Meet and greet your PDI
- Ask to see the relevant documentation
- Ask about "L" plates and the insurance
- Out to the car, no eyesight test, take down the relevant details of the vehicle

ADI PART 3 CONTINUED

What do we do in phase 1?

1. PST 1 and 2, you would normally put the PDI in the others seat - for all the others PDI to passenger's seat
2. Set the scene. (This is a test of your ability as an instructor) etc
3. Area must be suitable and phase 2 naturally follows on
4. Give directions in good time, to enable PDI to instruct
5. Drive at the appropriate level (role play)
6. Demonstration of faults must be obvious. (fault simulation)
7. Keep faults within the PST and test these areas effectively
8. Remain in character at all times
9. If you cannot physically demonstrate a fault, verbally test it
10. Watch the time

Be sensible, Be realistic, and Be Safe out there

ADI PART 3 CONTINUED

End of 1st phase

Once the half hour is up, direct the PDI to pull you up

Come out of role and give brief overview of the content of the 2nd phase

Assess and record very obvious points on the PST form

ANY QUESTIONS
??

The process for
Assessing & Marking
an ADI Part 3 examination

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Order of assessing & marking

Each phase is assessed and marked individually.
Column A is assessed & marked before Column B
The grade for each phase is then recorded in the lower left hand area of the form

Driving Standards Agency

Column A

Column A is assessed & marked against 3 descriptors

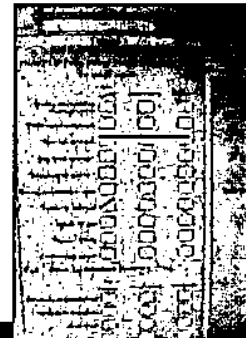
Not covered
Unsatisfactory
Satisfactory



Driving Standards Agency

Column A - Not Covered

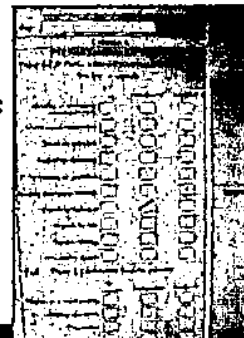
Subject lined through when not tested by the examiner
Subject rated for dangerous instruction or when no ID.



Driving Standards Agency

Column A - Unsatisfactory

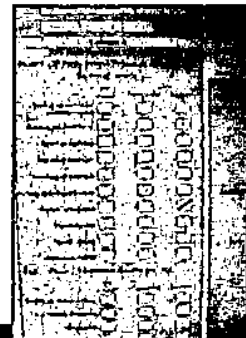
Subject rated when instruction is Inadequate
Insufficient
or
Incorrect



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Column A - Satisfactory

Subject rated when covered to a satisfactory Standard. All 3 core comps.



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Column B

Three heading areas to assess:-

- Core Competencies
- Instructional Techniques
- Instructor Characteristics

Column B - Core Competencies

- Fault Identification
- Fault Analysis
- Remedial Action

Column B - Core Competencies

Fault Identification

How many faults were identified?
All / many / some / few / none

Were they identified early or late?

Did the instructor prioritise?

LOOK FOR QUANTITY, QUALITY, TIMING.

Column B - Core Competencies

Fault Analysis

Was analysis offered? If so did the instructor get to the root cause of the fault?

Did the instructor explain why it was a fault & how to correct it?

Was the analysis correct and clear, or was it incorrect / incomplete / confusing?

Column B - Core Competencies

Remedial Action

After the faults were analysed was there remedial feedback & development to correct them?

How accurate was it?

Was the pupil allowed to practice what was said?

How well did it resolve the problems?

Column B - Instructional techniques

Level of Instruction

Planning

Control of lesson

Communication

Question and Answer Technique

Feedback / Encouragement

Instructor's Use of the Controls

Column B - Instructional techniques

Level of Instruction

(Linked to the lowest mark rated in the Core Competencies)

During the 1st phase was the pupil left to get on with it?

During the 2nd phase was the pupil treated like a novice?

Did the instructor match the level or delivery of instruction to suit the pupil's ability?

AVOID

Over Instruction / Under Instruction

Column B - Instructional techniques

Planning

Was the sequence of instruction Planned?

Was it structured?

Was it delivered in a haphazard or orderly manner?

Was there a clear & logical pattern or sequence?

Try to achieve a balance between



Column B - Instructional techniques

Control of lesson

(Linked to the lowest mark rated in the Core Competencies)

Was the instructor in control of the pupil / car at all times?

Were they aware of all of the actions of the pupil and / or other road users?

Was the instructor blinkered, unaware, or were they foresighted & astute?

Was any intervention - too soon or too late?

Was it hurried / confusing which could lead to danger?

Column B - Instructional techniques

Communication

Was the instructor understood?

Was there clear language or jargon?

When visual aids were used were they clear & understood?

Was information mumbled; too complex; or was it expressive & clear?

Column B - Instructional techniques

Question and Answer Technique

Were questions used to establish what a pupil knew & what they needed to know?

Were they distracting, of no value &/or demoralising or were they relative, prompting &/or searching?

Did they motivate a pupil by gaining their interest/attention?

Did the questions involve the pupil as a partner in the instructional process?

Column B - Instructional techniques

Feedback / Encouragement

(Linked to the lowest mark rated in the Core Competencies)

Was the pupil kept informed of their progress?

Were they encouraged to build on success?

Was it just pure criticism; of no value; demoralising or was it honest and factual

Was it constructive; properly timed; instructive & inspiring?

Avoidance of superlatives like, mega, brill etc.

Column B - Instructional techniques

Instructor's Use of the Controls

Was there a need to use the dual controls or any other driver operated control?

Did they assist the pupil or were they used as a substitute for good instruction?

Was the pupil aware they were used?

Column B - Instructor Characteristics

Attitude and Approach

Was there a nice supportive learning environment?
(not a measure of personality)

Did the instructor display a professional approach?

Was it destructive and / or confrontational?
or was it encouraging and positive?

(Physical contact also assessed under this heading)

**Question
Time**

Introduction

Wide publicity has been given to the DSA's commitment to help raise the standards & professionalism of the driving instruction industry.

The need to ensure that all instructor training fully covers the techniques to deliver effective training to pupils of all levels, hence DSA's decision to provide the examiner with more flexibility when conducting the Part 3 examinations.

Starting date

From Monday March 6th 2006

Additional role of Qualified Driver Undertaking Driver Development (FLH) to be introduced to Part 3

Same test ?

Yes

- Same paperwork
- Same time parameters
- Same assessment & marking process

Part 3 with FLH during 2nd phase

Introduce & end the 1st Phase as normal

2nd Phase changes for a Full Licence Holder (FLH) role

•Minor changes to scene set & content before going into role

•PDI given the opportunity to remove or cover L plates while examiner "makes a few notes"

(if L plates cannot be removed or covered then the test must still be conducted)

Suggestion for pupil role to be portrayed

A driver who:-

- requires development in preparation for a job interview that requires a driving assessment by their potential employer
- has been abroad for a few of years & now returned to driving in Great Britain
- will now be required to commute by car between different urban office locations & has not driven regularly for some time
- has not been taught how to reverse park and realises that with fewer spaces available there is a need to be able to do so

Role-play & Simulation

- Badly but safely
- In PST
- Basic competence but lacking consistencies
- Level of control of the vehicle to link with FLH (Simulate inconsistent application of MSM routine misuse rather than poor or lack of co-ordination of the controls)

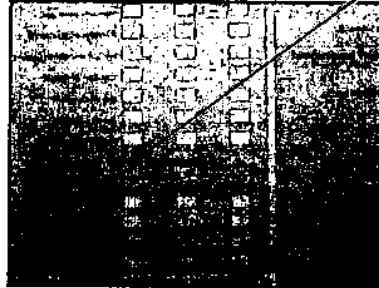
FLH - 2nd phase content

With the exception of PST papers 3 & 4 all the remaining papers have subject matter that blends well with the FLH role in the 2nd phase. ie

1, 2, 5, 6, 7, 8, 9, & 10.

A balanced approach should be applied when using these papers to test the roles of a Trained Pupil & FLH driver. Suggested frequency of use ought to be a ratio of approximately 1 in 3 tests for FLH role.

Ensure FLH clear before the start



Summary

Same paperwork / Same content / Different level
Restricted use of PST's. (All PST's except 3 & 4)
FLH to be entered in manuscript before the beginning of the examination (in office)
FLH suggested frequency - 1 in 3
Same introduction for Phase 1
Adjustments to Phase 2 introduction for FLH
L plates removed / covered – test continues if unable to do so
Fault simulation to be inconsistent application of MSM as opposed to poor co-ordination of controls

REGISTER OF FLEET DRIVER TRAINING PROVIDERS

Developed following initial work with Fleet Driver Training Association. This was followed by ADI 'Industry' representation & involvement through a consultation process to get the initiative up & running.

The Register was opened on 22nd April 2002 to those:-

- with prior training
- who had completed an accredited training course & suitable evidence that they had done so.

Approximately 200 ADI's had applied for registration at that time.

REGISTER OF FLEET DRIVER TRAINING PROVIDERS

On 29th July 2002 the Register opened to those who passed the DSA Qualifying Examinations

At that time 9 SEs ADI had been trained to deliver the examinations.

REGISTER OF FLEET DRIVER TRAINING PROVIDERS

Three part entry examination on similar lines to ADI

1. Theory Test (no hazard perception)
2. Driving Ability
3. Instructional Coaching Ability

All three parts must be completed within one year of taking the first attempt at the theory test

Similar to the ADI examination a Fleet candidate can only have 3 attempts at each examination.

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Theory Examination

- Pencil & Paper test conducted in a private room
- 90 minute examination
- Question papers provided by Register manager at HQ
- Papers marked at Nottingham
- Candidate notified by post.

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Part 2 - Eyesight & Driving Technique examination

A normal ADI type time slot but the examination differs from ADI Part 2 :-

- No emergency stop
- Only one manoeuvre (Examiners choice)
- Candidate requires higher perception and planning skills
- Maximum of 4 rather than 6 driving faults allowed
- Descriptive talk through / commentary.

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Part 3 – Instructional Coaching Ability Test

Purpose of the test:-

- Assess the ability of the instructor to identify risks and complete a risk profile
- Test whether the instructor reduces the risks using appropriate coaching skills
- Establish the results of the session are communicated clearly to the driver.

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The examination will be conducted on similar lines to the ADI part 3 examination.

The examiner will set a scene or scenario and the potential Fleet instructor will be assessed on:-

- Interpersonal skills
- Communication skills
- Road risk presentation
- Vehicle safety and Familiarisation
- Identification of weaknesses - risk profile
- Plan a training session
- Assess / analyse driving faults (Risk Assessment)
- Offer remedial guidance / advice
- Demonstrate interactive training methods
- Provide accurate feedback overview (Risk profile).

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Test Results for Fleet Parts 2 & 3

The candidate will

- receive a copy of examiners marking sheet
- be given a brief oral explanation
- have a letter confirming the result - Pass or Fail which will include the facility to either re-take the test, move on to next stage or apply for registration.

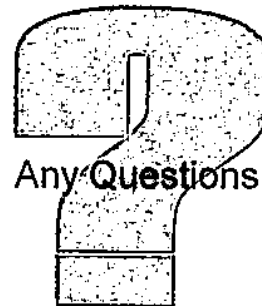
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Re-registration

In order to re-new registration, a Fleet registered instructor will either need to :-

- provide a pupil who must be a full category B licence holder who is undergoing driver development.
- or undergo a 'role-play' check test carried out by the examiner who must portray the role of a full licence holder. The coaching given must be commensurate to the standard of the customer portrayed

Successful completion of the Fleet Check test will also satisfy the re-registration for the ADI (Car) licence as well.



The Fleet Part 2 Test

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Does the test differ from an ADI Part 2 ?

- Eyesight check @ 27.5mtrs
 - An hours drive on varying roads and traffic conditions
 - Up/down/angle/level starts
 - One exercise involving reverse gear selected at random by the examiner
 - Descriptive talk through (commentary). Approx 10 minutes
 - Element of independent driving
 - Eco assessment
-
- No E/Stop
 - No Tell Me / Show Me.

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What paperwork do we use?

We use:-

- DL 25 test report with either a:-
 - Fleet10D- fail letter
 - Fleet 11- pass letter.

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Relevant Fleet information to be recorded on the DL 25

- Vehicle category - FLT
- Fleet Code - 15
- Spare Box 29 - annotated with the word "Commentary."

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What do we expect from the Fleet test candidate?

Planned driving to a very high standard.

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Thoughts for



assessment

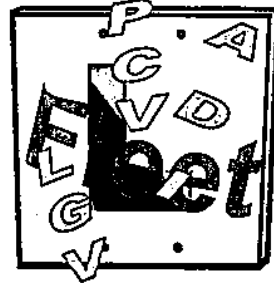
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The Fleet test is assessed using the same fault recording method as for any other test:

- / = a driver fault. - 4 are allowed.
- 5 and more = Fail
- a Serious fault= Fail
- a Dangerous fault= Fail.

- The definition of a fault is the same for all disciplines.

- The identification remains the same, but as in the "Part two" driving test the assessment value changes.



Assessment of Fleet Drivers

A Fleet driver should demonstrate a higher standard of competence than the average experienced driver.

They must be able to demonstrate a high standard of:

- Planning
- Anticipation
- Awareness

The examiner's role is to
assess
Fleet Driving....

....to a high standard of
competence.

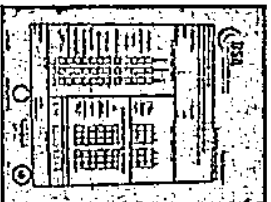
The Fleet Test of Coaching Ability

Fleet booking arrangements

- Fleet tests arranged by Fleet Section The Axis Nottingham
- Tests may be booked
- Singulantly
 - Consecutively or Progressively
- Journals not linked to DTCS
- Normally sent to examiners by post a couple of weeks in advance
 - When completed 1 copy to be retained with test papers 1 copy returned to Nottingham.

Fleet Reg 26 form

- Prepared in duplicate with carbon between
- Relevant headings etc completed
- Usual meet & greet
- Scene set in car must include:



Content & conduct of the examination

- Examination to last approximately 1 hour
- Play area & directions examiner's responsibility
- Suitable Cat B vehicle to comply with usual criteria
- No L plates to be displayed throughout the examination
- Several Risk Topic areas to be covered
- Examiner to time manage coverage of the Risk Topics.

Manually produced Journal

EXAMINER: [NAME] JOURNAL DATE: 11 NOVEMBER 2004 08:00:00

TX	EXAMINER NAME	PRN	TYPE	PREP	RESULT	TT FIRST ATTEMPT
E	9 COLLEGE PRE/VA/TTE/PT 5.0	21226	OT	PST		100608
10.3	9 COLLEGE PRE/VA/TTE/PT 5.0	21226	TT			

Coaching Ability Scene Setting info

- The test will last about 60 minutes
- I have been sent to you by my company for a driver assessment & to have development of my driving skills
- I drive various types of lease vehicles in my job, covering about 25,000 miles a year
- It may be necessary for me to interrupt you from time to time because we need to move onto the next part of the examination
- The examination will cover the following modules:
 - A short presentation on occupational road risk followed by
 - Relevant vehicle checks & familiarisation
 - A risk statement & profile with practical coaching as appropriate
- At the end of the examination you should give a final risk profile.

Coaching Ability examination

The presentation may be given in the office or in car
if it is normal for the ADI to give a demo drive then normally
the examiner would encourage the ADI to take it as given
& move on

Going into "customer role"

Risks should be realistic and taken from poor driving
witnessed every day -- not one offs or rarely seen events

The examination should cover 6 key risk areas as follows.



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Key Risk Area Topics

Risk Presentation

Vehicle safety
checks

MSM PSL

Use of Speed

Separation
distance

Other Rd Users.

	MSM	PSL	MSM	PSL	MSM	PSL	MSM	PSL	MSM	PSL	MSM	PSL	MSM	PSL	MSM	PSL	MSM	PSL	MSM	PSL	
Vehicle safety checks																					
Use of Speed																					
Separation distance																					
Other Rd Users																					



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Key Risk Area Topics

Occupational Road Risk Presentation

A short presentation designed to raise awareness
of occupational road risk

This may be by PowerPoint or flip chart

It should be interactive & contain validation.
(no more than 10 minutes).



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Key Risk Area Topics

Interactive Vehicle Safety Check

Interactive practical vehicle check which demonstrates knowledge
of basic mechanical principles & legal requirements

Be able to discuss additional safety features
e.g. ABS, SIPS & traction control



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Key Risk Area Topics

MSM-PSL

Assess the customer's driving & effectively give a
clear and accurate risk assessment

(Fails simulated should be in keeping with poor
aspects of every day driving, e.g. late or omitted
mirrors / signals etc).



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Key Risk Area Topics

Use of Speed

Progress too brisk for the prevailing road / traffic / weather
conditions

Some urgency to get to the next appointment perhaps

(As with ADI Part 3 great care to be taken in role).



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Key Risk Area Topics

Separation Distance

Following too close / in a hurry to get to an appointment perhaps
 May include a note of impatience.

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Key Risk Area Topics

Other Road Users

Taking opportunities as presented to show lack of awareness & anticipation.

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Additional content

Include 1 other subject from the following.

- Attitude & Culture
- Legal Requirements
- Driver/Passenger Safety
- Vehicle Safety / Sympathy
- Vehicle Loading & Security
- Dealing with Aggressive Drivers
- Environmental effects.

Attitude & Culture	<input type="checkbox"/>
Legal Requirements	<input type="checkbox"/>
Driver/Passenger Safety	<input type="checkbox"/>
Vehicle Safety / Sympathy	<input type="checkbox"/>
Vehicle Loading & Security	<input type="checkbox"/>
Dealing with Aggressive Drivers	<input type="checkbox"/>
Environmental effects.	<input type="checkbox"/>

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Additional Risk Topics

Attitude & Culture

The ability to identify any weaknesses in attitude in other roads users
 Be able to discuss and demonstrate the benefits of a considered approach to driving.

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Additional Risk Topics

Legal Requirements

Show knowledge and understanding of the legal requirements on the use of motor vehicles on the road & give feedback as appropriate
 To include Road Traffic Accident procedure.

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Additional Risk Topics

Driver / Passenger Safety

Importance of those issues affecting driver & passenger safety
 May include drink / drugs / stress / tiredness etc
 Can include advantages / disadvantages of ABS, traction control.

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Additional Risk Topics

Vehicle Safety / Sympathy

Good understanding of basic mechanical principles and be able to convey the reasons and importance of vehicle safety checks.

Additional Risk Topics

Vehicle loading / security

Ability to demonstrate / discuss the correct way of loading vehicles and the effects on vehicle handling
Can also cover leaving vehicles in safe locations and property secured etc.

Additional Risk Topics

Dealing with aggressive drivers

Understanding and ability to give the correct advice on preventing inappropriate behaviour by other drivers
How to coach a positive approach to dealing with aggressive situations.

Additional Risk Topics

Environmental Effects

Ability to demonstrate and discuss the benefits of good driving practice on the environment including fuel savings.

Column B

Similar format to ADI Part 3

Try to remember-

You are a Customer not a pupil

Feedback (no Encouragement?)

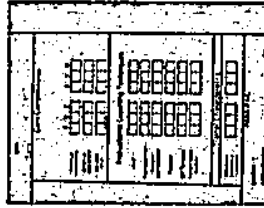
Planning & Control – together

Risk / Fault ID

Risk / Fault Analysis

Result either a

Pass or Fail – No grade



Order of assessing & marking

Columns A & B are assessed & marked as normal

The result is then recorded in the lower right hand area of the form. (No grade is awarded).

Completion of paperwork, letters of confirmation etc similar to ADI Part 3.

The Test of
Continued Ability
To Give Instruction
(Check Test)

Overview

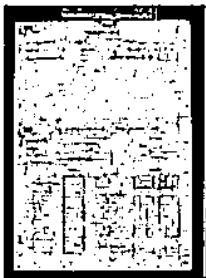
Referred to as Check Tests but in the Road Traffic Act & Motor Cars (Driving Instruction) Regulations are formally known as:-

Tests of Continued Ability and Fitness to give Instruction

One hour duration + 15 min for debrief at end of C/T.

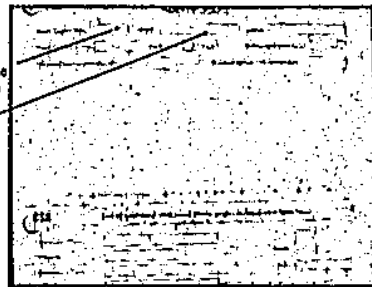
Check test assessment form

CT 26



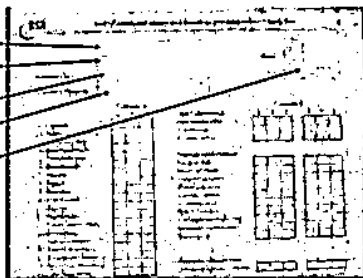
CT26 - Test form preparation

ADI Cert expiry date from the certificate
Name of SOM



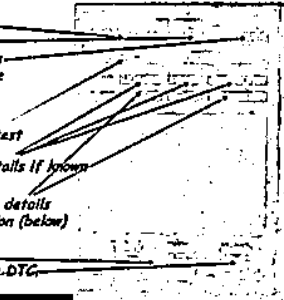
CT 26 - Test form preparation

ADI Name
PRN
Print your name
Your Signature
Date.



The back of the form should be completed prior to the check test by entering the ADI's:

Name
PRN
File position (may change to DTC location)
Reason for C/test
Last C/test details if known
Current C/test details - date & location (below)
Name, Location Home-DTC



Meeting the ADI

Pupil acknowledgement
Pupil / lesson information
Suitable vehicle (not a 2 seater-Tigra etc)
Road fund licence- current
ADI certificate
Avoid pupil in car with keys.

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Your safety etc.

Seating position / head restraint / seat belt

During lesson - No response to comments from pupil
- refer back to ADI

100% observation to ADI & pupil.

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In-car assessment & marking

Only use working sheet area to record how lesson evolves

Record both good & bad

Use last 5 minutes to assess & rate

Column A before B

Grade to match – Feedback, Control, Level of Instruction & the lowest of the Core Competencies

Do not enter grade until awarded.

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Managing the debrief

Pupil to waiting room? / Privacy - In Car?

Factual & honest / Sympathetic delivery but firm when necessary

Feedback – Constructive & No nit picking

Beware of body language

Avoid getting too involved in specific instructional techniques

Grade inserted after debrief - CT26 to ADI (bottom part only)

Hand shake to leave.

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Oral guidance

Specific questions refer to recommended reading manuals

(DES / HC / Official DT/ KYTS)

Must not give personal opinion or guess answer (refer to S & R).

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Completion on reverse of CT 26 etc

Grades - Satisfactory - 6, 5, 4
Unsatisfactory - 3, 2, 1,

Always record a comprehensive write up on CT 26, to include current /date / grade / location etc. and complete all other relevant boxes

Record grade awarded in Outlook diary.

Completed CT 26 (& Sub Standard letter) to be entered in ADI's personal file.

 Driving Standards Agency

Sub Standard action points

Sub Standard letters from documents library

1. Educational
2. Stock 5
3. Stock 6
4. Stock 6A*

All letters 10 day completion dead line

Copies to ADI / File according to local practice / ADI
Section HQ
(* no need to send to HQ)

Record all "Es" & "S/STD" on Sub Standard list.

Sub Standard follow up

Ensure sub standard ADI's are rebooked within
set time scale

Educational in 3 months

Grade 3 from 12 weeks

Grade 2 from 8 weeks

Grade 1 Normally to ACDE 3rd - final
appointment to be conducted by "more senior
examiner"

**Time for
Questions**

An interactive presentation on the ADI Role-play Check Test

Subjects for Role Play C/T

- Remedial lesson (ADI to get completed DL 25C&D)
- Junctions / Crossroads / Roundabouts – All aspects of
- MSM / PSL & a manoeuvre (not more than 25 minutes spent on manoeuvre) may be split into two parts
- A Pass Plus module
- Dual Carriageways/Open Roads
- General drive could include: MAT, CAT, O/T, Clearance & include A/A (ie; 2 + AA)
- MSM / PSL & Pedestrian Crossings
- Disqualified driver needing to sit extended test
- FLH in need of development.

Pre Check Test checks

Check Outlook calendar journal for Role-Play requests

ADI will choose subject matter and advise examiner on the day (from Feb 07)

ADI cannot select Modules 1 & 4 for Pass Plus

Examiner to complete DL25 before start of remedial lesson

ADI to be advised in advance of a third party accompanying check test

ADI to plan & control area & directions for role-play check test.

Role play on the day

Record on working sheet "Role-play"

Get declaration signed before start of test

Must do Fleet if ADI wants to retain Fleet qualification

Clear scene set for pupil role:
ie. approaching test standard or better

If necessary the examiner may give a steer as to where the manoeuvre may be covered (when part of test)

Directions & timing should be managed by ADI.

Role-play Fleet Check Test

Similar to coaching ability:-

ADI to deliver a short presentation on occupational road risk

A short overview on vehicle safety familiarisation

Conduct a short driver assessment & identify key risk areas

Discuss remedial development, prioritising on key risk areas

Provide remedies via coaching techniques

Recap at the end of session with risk profile.

Role-play Fleet Check Test

The CT 26 form is used to record the key risk topic areas to be tested for the coaching ability re-qualification

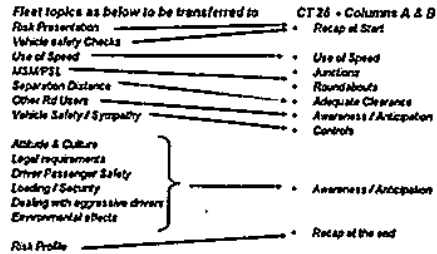
The Coaching Ability assessment form does not directly cross match with the Check Test report form (CT 26)

A common sense approach is applied to reflect the content of the Fleet Check test on the CT 26 form when conducted as a role-play examination.

Column A - subject content

- Move Away / Stopping
- E/Stop
- Reverse Left / Right
- TIR
- Reverse Park
- Mirrors
- Signals
- Planning
- Meet / Cross / Overtake
- Positioning
- Pedestrian Crossings
- Dual C'way / Motorway
- Pass Plus Module.

Column A - subject content comparison



Column A

The key risk areas covered during the lesson will be rated in Column A on returning to the office. For example:-

- 1 = Not Covered or dangerous
- 2 = Unsatisfactory
- 3 = Satisfactory or Better.

Column B

- Fault Identification
- Fault Analysis
- Remedial Action
- Recap at the start
- Aims / Objectives for the lesson
- Level of Instruction
- Planning
- Control of Lesson
- Communication
- Question & Answer Techniques
- Feedback / Encouragement
- Instructor Use of controls
- Recap at end
- Instructor Attitude & Approach.

Recap at start for Fleet

Used to rate the Occupational Road Risk Presentation & Vehicle familiarisation.

Aims or Objectives

This will normally be rated high (6) as the ADI has no choice in the setting of any aims or objectives. Like a Part 3 examination the criteria is set.

Level of Instruction (Coaching)

Why is the level of instruction so important?

Consider how well it is matched to customer level & ability

Does the ADI show a flexible approach?

Does the ADI recognise when it is appropriate to consolidate?

Level of instruction will normally match the grade given.

 Driving Standards Agency

Planning

Each lesson should be properly planned and structured

There should be a natural link between the risk topics identified and delivery of suitable coaching techniques

The lesson should be carried out in a methodical and clear manner. Allocation between theory & practice be relevant

Consideration needs to be given to the simplicity or complexity of the subject matter being covered

The training area should blend with subject matter & pupil ability.

 Driving Standards Agency

Control of lesson

Look for the ADI to:-

demonstrate a perceptive approach showing awareness & anticipation

closely observe all actions & reactions of the pupil and other road users to ensure safety at all times

give all instruction & directions in a clear manner and in good time

ensure instruction or coaching is relative to the prevailing road & traffic conditions.

 Driving Standards Agency

Communication

Listen & look for :-

all instruction or coaching to be clear and in plain language

use of training aids / diagrams etc. They should be used in a clear & positive manner

the avoidance of jargon – explanation given when necessary

ability to adapt & use language & terminology likely to be familiar to the particular pupil

any technical terms are understood.

 Driving Standards Agency

Question & Answer Technique

An ADI who states "Remember- then tells" could have considered the Q & A technique

All questions should be:-

Relevant, testing, correctly timed and thought provoking

Q & A is a two-way process – ADI to pupil & pupil to ADI

No question being a silly question – a full & comprehensive response is important

Not the Bo all & end all of instruction.

 Driving Standards Agency

Feedback & Encouragement

Feedback is a key element in the instructional process

A customer / pupil should be kept informed of their progress

Strengths should receive praise and faults are to be identified followed by constructive remedial development

Feedback should be honest & factual

Praise should reflect the level of competence displayed linked to the aim or objective set

An ADI should not give a pupil the impression they are far better than they really are

Will normally match grade given.

 Driving Standards Agency

Instructor's use of controls

Like the Part 3, look for use / interference with any driver operated control

Assess whether there was interference or whether it was appropriate to take action

Were they used to demonstrate or simply used to avert a problem when there was time to give positive instruction ?

Acceptable when used as a teaching aid.

Recap at the end

Look for a summary or overview covering the main points of the lesson

Not the time to give retrospective instruction where there is no time to practice what has been said

Should be a statement that gives an overview of how well the risks were reduced / remedied

The ADI should be trying to assess the achievement level.

Instructor Characteristics

Concerned with the skills used to create a relaxed but supportive learning environment

Effectively establish and maintain a good atmosphere for learning to take place

Display a relaxed manner and be out going but not over familiar

Capable of transmitting confidence to the pupil in a patient and tactful manner

Avoid any unnecessary physical contact with the pupil.

Assessment & Marking – Role-play

Nothing done in car - Return to office

Assess & mark Column A before B

Check all paperwork & return to ADI

Debrief as normal

Do not insert grade until completion of debrief

Top copy of CT 26 to ADI (retaining working sheet).
• *Attach DL25 A & B if Remedial lesson role-play chosen*

**Question
time**