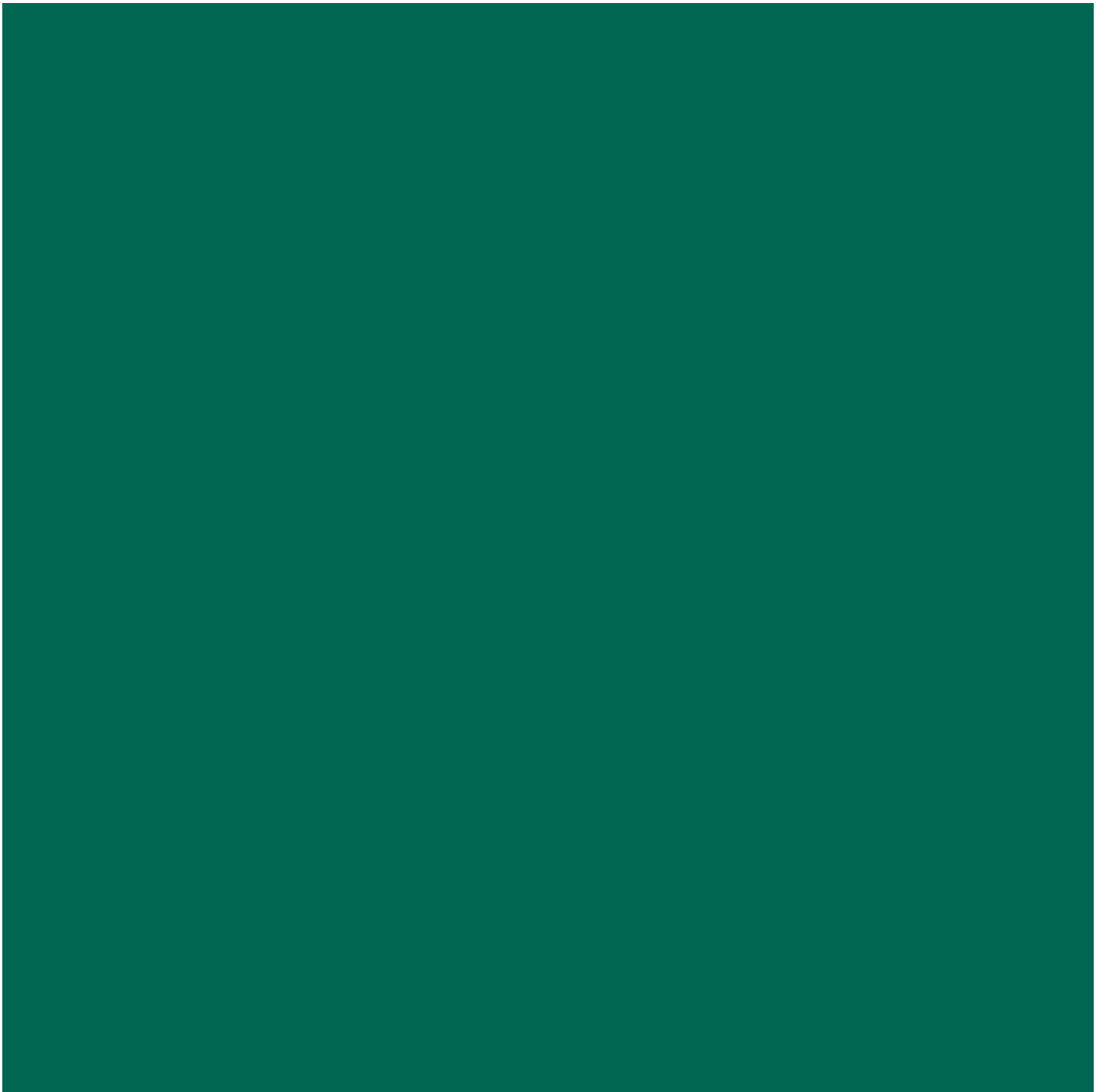




Driver & Vehicle
Standards
Agency

Guidance for driving examiners carrying out instructor tests (ADI1)



ADI 1

Approved Driving Instructor 1 (ADI 1)

Instructions for the Guidance of Driving Examiners

These guidelines are for the use of all examiners carrying out

- Approved Driving Instructor (ADI) practical tests
- Register tests of continued ability to instruct (Standards Check)
- ORDIT
- Fleet driving tests

All are supplemental to training courses and the guidance given in the

- DT 1 [here](#)

Driver and Vehicle Standards Agency is an executive agency of the Department for Transport

Standard Operating Procedure

(Ref: (Ref: Technical Standards / Approved Driving Instructor /2/7)

1. Aim

1.01 To explain the procedures that should be followed to ensure the uniformity and consistency of standards in the conduct of Approved Driving Instructor practical examinations, Large Goods Vehicle voluntary register examinations, fleet driving examinations, (under construction) ORDIT (under construction) and tests of continued ability to instruct (Standards check).

1.02 These procedures support the Agency's core road safety and efficiency objective.

2. Audience

2.01 To be read by all staff carrying out ADI duties, including staff concerned with:

- Approved Driving Instructor practical examinations
- Large Goods Vehicle Voluntary Register examinations
- Fleet Driving examinations
- ORDIT
- Tests of continued ability to instruct (Standards check).

3. Objective

3.01 To ensure uniformity and consistency of standards.

4. Ownership of Procedures

4.01 Technical Standards Team (TST) will be responsible for maintaining and updating these procedures.

5. Operators of Procedures

5.01 These procedures apply to all staff carrying out tests listed in 2.01.

6. Frequency

6.01 These procedures must be followed at all times.

7. Procedural information

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8. Outputs/ Deliverables Arising from the Procedures

8.01 Will produce records to aid compilation of statistics to monitor efficiency

9. Validation of Outputs

9.01

10. Interpretation of Outputs

10.01 Reports on outputs will be submitted to CMT on a quarterly basis.

11. Risk

11.01 If procedures are not followed this could have an adverse effect on uniform standards and efficiency.

12. Training

12.01 Formal training initially but staff are responsible for ensuring they refer to the document regularly to ensure they are updated with any changes.

Amendments

Date	Chapter	Para/Ref number	Description of amendment
April 14	4	all	New Standards Check launch – SOP updated, including removal of references to check tests.
April 14		all	Remove reference to DT2 and DT3
April 14		all	The Cardington Training and Development Centre to Cardington Training Academy
April 14		all	DSA to DVSA as it now forms part of Driver & Vehicle Standards Agency (DVSA)
Feb 15	4	4.13	ADI standards check invite letter update
Feb 15	4	4.22	Remove third and final Version 8.1 upload to Doc Lib.
May 15		2.4 3.2 7.14	Changes to reflect removal of driving licence counterpart from 8/6/15.
June 15	2	2.38	People with a disability who hold a restricted driving licence are no longer required to take an emergency control assessment (ECA)
		2.39	Any candidate may take the part 2 (driving ability test) in an automatic vehicle.
		3.4	Any candidate may take the part 3 (instructional ability test) in an automatic vehicle.
		7.12	Any candidate for the fleet register may take the practical tests in an automatic vehicle.
Sep 15	4	4.11	Remove reference to appeals. Recent ruling - Magistrate's and Sherriff's courts have no jurisdiction under S133RTA as no fee is paid for a standards check
Oct 15	4	4.05	Added how an ADI can request a Welsh-speaking examiner
April 16	2	2.39	Further clarity to using an automatic vehicle for a Part 2 test.
April 16	3	3.04	Further clarity to using an automatic vehicle for a Part 3 test

May 17	4	4.05	Duration of the Standards Check
May 17	4	4.22	Substandard tests – change of procedure
Dec17	2	All	New Practical Test Procedures
Dec17	3	All	New Instructional Ability Test
Jan18	3	3.15	Last paragraph, third line. Deleted 'ADI' inserted 'PDI' here
Jan 18	3	3.19	Second last paragraph, first line. Deleted 'ADI' inserted 'PDI' here
Jan 18	3	3.22	After first paragraph, next line. Deleted 'ADI' inserted 'instructor' here

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1. Introductions and Objectives

1.1. Objectives

To be effective, the ADI Examiner and HEO QA / HEOs with ADI responsibilities should have a clear understanding of their objectives at all times and in whatever activity they are engaged in. These are set out below:

Improve driving instruction in the interests of road safety:

Practical tests: apply DVSA standards consistently and firmly, whilst maintaining a friendly and relaxed approach.

Standards Check: apply DVSA standards consistently, fairly and with firmness. Give constructive guidance in an encouraging manner.

Staff Management HEO QA / HEOs with ADI responsibilities: responsible for the supervision and development of ADI examiners conducting part two and three tests to ensure that DVSA standards are applied consistently.

Operate efficiently and economically, making full use of resources both at a local and HQ level.

2. The Practical Driving Test (Part Two)

2.1. Introduction

These notes deal with the procedure for arranging and conducting the practical part of the qualifying examination comprising tests of eyesight, vehicle safety check questions, driving technique and instructional ability. A candidate must pass both the part one (eyesight) and part two (driving technique) tests before taking the part three test (instructional ability).

2.2. Arranging Appointments for Practical Tests

The booking centre at Newcastle will arrange all practical tests. Candidates are able to book tests online or by telephone with a credit/debit card. A Journal is raised for the day's work, which records the examiner's name, location and examination date. Details of the candidate should include the name, address, the driving licence number, and the type of test to be conducted. The booking clerk will notify the candidate of the appointment using the appropriate appointment letter. Examiners should be in regular contact with their respective booking office to ensure commitments (e.g. annual leave, TOIL, medical appointments etc.) are recorded on TARS.

TARS ensures that no appointment is made for a date that is more than two years after the candidate passed the written part and also that no more than two previous attempts at the test have been made during the current two-year period. Should the examiner become aware that these procedures have not been followed, they should contact the Registrar's team as soon as possible.

2.3. Part Two Tests - Preparation of Documents

Before the time of the appointment the examiner should prepare a form DL25 for the part two test. All entries should be in print and clearly written in black ink.

Before the test, enter the candidate's details. Insert the candidate's title, i.e. Mr, Mrs, Miss, Ms, Mx or other title, followed by all known initials and then the surname, within the boxed area on the DL25B only.

In the appropriate boxes insert the application reference number and the numerical part of the driver number (middle six numbers) followed by the date and time of test.

Complete the DTC code / authority box and staff reference number.

Examiner name is to be printed within the examiner box (again being kept within the boxed area) on the DL25B only.

Insert the category of vehicle AD12 along with code "10" for ADI part 2 tests. This should be annotated with an oblique stroke in the respective box.

Examiners conducting practical tests at a centre other than their permanent centre will need to be recorded as a “visitor”. This should be annotated with an oblique stroke in the respective box.

Vehicle: Later (when known) insert the registration number.

If accompanied, mark the appropriate box with an oblique stroke.

NB: Full details on completion of the DL25 can be found in the DT1.

2.4. Reception and Identity Checks

When meeting the candidate, the examiner should provide a self-introduction and handshake and then apply the following checks pleasantly and courteously.

- Check with the candidate the type of test to be undertaken. Check driving licence.
- **A photo card licence or a paper type licence and a valid passport. No licence no test.**
- Ask the candidate to read and complete the insurance declaration on the top left of form DL25. The residency declaration should be ruled through.
- Compare the signature on the licence with the signature on the declaration. Use a UV lamp (as per details covered in DT1) to scan the photo card licence (if presented), check the candidate’s address is still current.

Candidates who do not produce the required documentation **will be refused a test**. The terminated test code 20 - No satisfactory ID, should be recorded on the DL25.

2.5. Duration of the Practical Test

The combined eyesight, vehicle safety check questions and driving test should take approximately one hour (the eyesight test and vehicle safety check questions will normally take no more than a few moments).

2.6. Eyesight - Test Requirements

A candidate is required to read in good daylight, a motor vehicle registration mark for the new style number plates at a distance of 26.5 metres, (or the old style number plates containing letters and figures 79.4 millimetres in height at a distance of 27.5 metres) with the aid of glasses or contact lenses if worn. The candidate should first be asked to read the number plate of a stationary vehicle, which is obviously more than 26.5 metres away (or 27.5 metres for the old style number plates), care being taken to select a clean plate, which is in such a position as to be properly viewed.

If unable to read the first plate, the candidate should be asked to read another one (care again being taken as to its state and position) and, if necessary, allowed to walk forward until it is just over 26.5 metres away. (27.5m for old style number plates). If the second plate is not correctly read, the official measuring tape should be used to determine a distance of 26.5 metres (27.5m for old style number plates) precisely from a third plate which the candidate should be asked to read from the appropriate mark.

Note: In no circumstances may a candidate be asked to read a number plate at a distance of less than 26.5 metres (27.5 metres for old style number plates).

If the examiner is satisfied beyond doubt that the candidate is unable to read the third plate, a failure must be recorded. When there is doubt, a fourth plate should be tried at a measured distance.

If the examiner is satisfied that the candidate cannot meet the eyesight requirement laid down for entry onto the Register without the aid of glasses, they should attempt to persuade the candidate to wear their glasses. If the candidate reads the plate with the aid of glasses, then removes them to drive, they should be advised that glasses **must** be worn for the drive. If the candidate refuses to do so the test should be terminated.

2.7. Announcement of Failure in eyesight test

When there is an eyesight failure, the candidate should be addressed in the following terms: -

"I am sorry that you have not passed the eyesight test. You will appreciate of course that the practical test cannot be continued".

The examiner's comments should be in a sympathetic vein, and they should expect to listen to some expressions of disappointment, but avoid discussion of matters other than those indicated above.

NB: If the weather is inclement or the daylight is not good the test should be terminated, 'no result' and the code for bad weather entered on the daily journal.

2.8. Recording a Failure in the eyesight test

A test failure should be recorded by means of an oblique stroke "/" against 'eyesight test' on the DL25. A note should be made in the remarks space on the reverse side of DL25, 'tape used' and the number of plates attempted should be stated (i.e. three plates, the numbers and how they were read). An eyesight failure is a failure of the practical test as a whole. The DL25C and D should be handed to the candidate in the usual way. All test documents should be disposed of in the normal way, i.e. the DL25A sent to Central Functions; DL25B should be filed in your office in the normal way. The Journal should record the failure as code 3 in the result column.

Examiners should note that no DVLA Form D255 is submitted for a failure while attempting the eyesight test on a Part 2. The eyesight has been tested at an extended distance to that required for licence acquisition

NB: Examiners need to consider wearing reflective jackets.

2.9. Vehicle Safety Check Questions

Question topic bank for show me Annex A .

NB: Examiners must ask two show and three tell for ADI part two. Show questions will be asked on the move when the examiner considers it safe to operate a control. Safety questions are to be selected in rotation and recorded on back of DL25 for audit and quality assurance checks.

2.10. Assessment

A driving fault will be recorded for each incorrect answer up to a maximum of four driving faults. If the candidate answers all five questions incorrectly, a serious fault will be recorded. (Follow similar guidelines as per DT1 for guidance on examiner taking action etc.)

2.11. Driving Technique - Requirements of the Test

Candidates are required to satisfy the examiner that they are skilled, safe and consistent drivers, and the result of the test will depend solely upon their driving performance under test conditions. Candidates will need to demonstrate that they know the principles of good driving and road safety and apply them in practice. In particular, they must satisfy the examiner on the following subjects: -

1. Expert handling of controls
2. Use of correct road procedure
3. Anticipation of the actions of other road users and taking appropriate action
4. Sound judgement of distance, speed and timing
5. Consideration for the convenience and safety of other road users
6. Eco- Safe driving ability

2.12. 'Eco-Safe Driving'

From the 10 September 2008, the part two test came into line with all other categories of test. Therefore, the eco-safe driving assessment will **not** influence the overall result. The content, assessment and recording of faults within the headings on the DL25 have not changed. Any fault committed that is assessed as worthy of being recorded should still be marked under the appropriate heading. The eco-safe driving assessment will be based on the overall performance throughout the test. Examples of an eco-safe fault are as follows:

1. A candidate who brings a vehicle for test with cruise control fitted and in working order would now be expected to demonstrate safe and relevant use. This could be where a fixed speed could be sustained for some distance and it would be reasonable to expect its use. Subject to prevailing road, weather and traffic conditions this could include use on roads of 30mph as well as on open roads and where national speed limits apply. Less fuel is used for a set speed on cruise control than by a driver trying to maintain the same speed with cruise control switched off and using the accelerator pedal.

Or

2. The candidate is driving on an open road and making good progress but will need to reduce speed to satisfy a lower speed limit. The candidate is seen to demonstrate safe driving procedure and not commit any control or procedure faults to respond to the change. However, instead of timing it well by easing off the accelerator and using engine braking to arrive at the lower speed limit the vehicle's pace is sustained longer than appropriate by use of the accelerator then followed by use of the footbrake to comply. Driving finesse with respect to eco-safe driving technique was not displayed as the energy applied to slow the car down on the footbrake could have been eliminated by releasing the accelerator earlier thus saving fuel as well as achieving the same objective of complying with the lower speed limit.

The examples above do not cover the whole range of eco-safe driving styles and are for guidance.

At the end of the test and after the driving faults have been counted and recorded on the DL25 the examiner should assess whether the candidate has demonstrated competence in eco-safe driving. If they have not a mark should be made in either the 'planning' or 'control' boxes or possibly both. An explanation as to why they have been marked would also be included in the de-brief.

The emphasis is on educating the public of the benefits of driving in an eco-friendly style. The candidate should be advised to take time to visit 'GOV.uk.' where they can see a film on eco driving and learn how to be eco-safe and save money.

Candidates will also be asked to demonstrate their ability to perform any of the following manoeuvres: -

1. Move away straight ahead or at an angle
2. Overtake, meet or cross the path of other vehicles and take an appropriate course
3. Turn right-hand and left-hand corners
4. Stop the vehicle as in an emergency
5. Reverse parking exercise (bay park or on road)
6. Driving forward into a parking bay, reverse out either to the left or right
7. Pull up on the right, then reverse back

2.13. Alternative Routes

It is essential that at each practical test centre, there should be a minimum of three routes for the part two test. There should be at least one route designed to allow traffic signs to be followed on the independent drive. Details of each route should be available at the centre for the use of visiting examiners and be available to view on the National Folder. Routes should be regularly reviewed, updated and rotated as necessary.

2.14. Instructions to Candidates

Examiners should take great pains to make their instructions absolutely clear. The candidate should be given no excuse to complain of having been flustered or hurried. Directions given for the independent driving section should be in line with advice in the DT1 7.35 (ID Guidance) [here](#)

2.15. Standard Wording

In the interests of uniformity during training, the verbal instructions necessary to the conduct of the practical tests have been standardised. Whilst examiners should familiarise themselves with the standard wordings, these may be varied providing the message remains clear. Examiners should try to use a natural tone of voice and not sound stereotyped.

2.16. Start of Actual Drive

On entering the car, the examiner should give a pre-brief, explaining the test and stating that "a high standard of competence is expected" and then the candidate should be instructed, "Follow the road ahead...etc." They should then start the engine and move off without any further instruction other than that required indicating the immediate route to be taken or instructions for the independent driving section.

2.17. Starting the Engine

It is important that the candidate should take the usual precaution of seeing that the handbrake is applied, and the gear is in neutral, before attempting to start the engine.

2.18. Moving Off

The test of ability to move away smoothly from rest should include, wherever possible, ability to move off on reasonably steep uphill and downhill gradients. In districts where no such gradients are available, the examiners should satisfy themselves that the candidate understands how to co-ordinate the clutch while releasing the handbrake when starting uphill. The test should include moving out at an angle when drawn up behind a stationary vehicle. In this case, the examiner should observe whether the candidate first sees to the front, then to the rear, that the way is clear for pulling out and gives the appropriate signal if necessary. A candidate starting on a gradient should be capable of paying attention to other traffic, as well as moving the vehicle away without rolling backwards, or forwards, and without excessive engine revolutions.

2.19. Signals

The candidate is expected to give signals in accordance with the advice given in the Highway Code, i.e. when they would help or warn other road users. When signals are given, they should be given clearly and in good time. The emphasis should be on the giving of signals by direction indicators. If the candidate asks about methods of signalling, they should be told to "signal as you do normally".

2.20. Normal Progress

The candidate should not be regarded as having satisfactorily passed the part two test if they only demonstrate their ability to drive on normal roads at a low speed or in the lower gears. The examiner, however, should on no account suggest to the candidate any increase of pace as, in the event of an accident, an embarrassing situation could result.

2.21. Emergency Stop

An emergency stop should be carried out on one third of tests chosen at random. It can normally be carried out at any time during the test; but the emergency stop exercise **MUST** be carried out safely where road and traffic conditions are suitable. If an emergency has already arisen naturally during the test this special exercise is not required; in such cases the candidate should be told and a note made on the DL25.

The examiner should explain to the candidate, while the vehicle is at rest, that they will shortly be asked to stop the vehicle as in an emergency. The warning to stop the vehicle as quickly and as safely as possible will be the verbal signal **"Stop!" together with a simultaneous visual signal given by the examiner raising the right hand to face level.** This should be demonstrated. **Care must be taken that the emergency stop is not applied on a busy road or in any place where danger to road users may arise.**

It is essential that examiners take **direct rear observation** to ensure that it is perfectly safe to carry out the exercise. They should explain to the candidate that they will be looking behind to make sure it is safe to carry out the exercise, and that the candidate should not pre-

empt the signal by suddenly stopping when the examiner looks round, but should wait for the proper signal to be given.

The emergency stop exercise must not be used for the purpose of avoiding a dangerous situation. Where for any reason the examiner is unable to give the emergency stop within a reasonable period, the candidate should be asked to pull up, care being taken to choose the right moment as the candidate will have been expecting the emergency stop signal and may react accordingly. They should then be advised that the exercise will be given later and that they will be warned again beforehand. If a candidate asks whether they are required to give an arm signal in making the emergency stop, they should be told that the command "stop!" will be given only when it appears that no danger will arise as a result of a sudden stop. It must be assumed that an extreme emergency has occurred and it is for the candidate to demonstrate the action they would take in such an emergency.

NB: Anti-lock braking systems (ABS) are being fitted to an increasing number of vehicles. Examiners should **not** enquire if a vehicle presented for a test is fitted with ABS. Some ABS systems require a variation in the operation of the clutch and footbrake when braking in an emergency and, under severe braking, tyre noise may be heard. This does not necessarily mean the wheels have locked and are skidding. Examiners should bear these points in mind when assessing the candidate's control during the emergency stop exercise.

2.22. Normal Stop

During the course of the test, two or three normal stops will have to be made. The words "pull up" should be used. The imperative "stop" should be used only for the emergency stop. The assessment of normal stopping should be based on the provisions of the Highway Code; the candidate should be able to bring the vehicle to rest within a reasonable distance of the nearside kerb. The examiner should observe whether, after the normal stop, the candidate applies the handbrake and returns the gear lever to neutral.

2.23. Manoeuvres

The candidate is required to carry out two of the following manoeuvres:

- Reverse parking (into a parking bay at the DTC **or** on road)
- Drive forward into a parking bay, reverse out to left or right
- Pull up on the right, reverse back
- The candidate is expected to demonstrate proper care for the safety of pedestrians or vehicles whilst engaged in any manoeuvre.

Note: Only one of the reverse parking exercises should be carried out on each test

2.24. Reverse Parking Exercise

The reverse park exercise can be conducted either into a parking bay in the DTC car park or on road. Follow advice given in the DT1 relating to frequency of use – on road v car park.

2.25. Parking in a Bay (at the start of the test)

Examiners should allow the candidate to reverse into any bay of their choice and no attempt should be made by the examiner to determine or dictate which bay is used or how the candidate should carry out the exercise.

When the exercise is carried out at the start of the test the candidate should be asked to drive out of the bay to the left or right (if both options are available) and stop with the wheels straight before reversing into any convenient bay. This instruction is to prevent the candidate from reversing back into the bay on the same lock.

Providing some attempt has been made to straighten the front wheels, examiners should not be concerned if the wheels are not completely straight. The candidate may elect to drive forward to adjust the angle at which they address the bay they intend to reverse into, or space permitting, they are allowed to drive forwards into one bay before reversing back in a straight line into the opposing bay.

Once the exercise has been completed, the candidate can be given the instructions for following directions around the route.

2.26. Parking in a Bay (at the end of the test)

On the approach to the DTC, the candidate should be advised to turn into the car park and reverse into any convenient bay. The candidate can again make their own choice of bay and carry out the manoeuvre in the way that they choose, given the restrictions that may be imposed by the characteristics of the car park. Candidates should park within a bay. In making an assessment, examiners should consider whether the car could reasonably be left, in that car park in the prevailing conditions, in that position. Candidates should not normally be penalised for crossing the lines when entering the bay. Parking outside the bay is unacceptable.

2.27. Parking on the Road

The candidate should be asked to pull up on the left well before reaching the next stationary vehicle on the left. They should then be asked to drive forwards and stop alongside the car ahead keeping level and parallel with the other vehicle, then reverse and park reasonably close to, and parallel with, the nearside kerb. They should be asked to complete the exercise within about two car lengths of the stationary vehicle. In assessing the exercise, the degree of accuracy expected should be in line with what is required for the left and right reverse manoeuvres, in that the candidate's vehicle should finish reasonably close to, and parallel with the nearside kerb, and within two car lengths of the parked vehicle.

2.28. Driving forward into a parking bay

The object of this test is to see that the candidate can manoeuvre and control the vehicle in a restricted space. Proper handling of the clutch, accelerator and handbrake; judgement of the position of the vehicle in relation to the parking bay, and proper observation, is essential. The candidate should be asked to drive forward into a convenient parking bay of their own choosing. They should park within a bay. In making an assessment, examiners should consider whether the car could reasonably be left, in that car park in the prevailing conditions, in that position. Candidates should not normally be penalised for crossing the lines when entering the bay. Parking outside the bay is unacceptable.

When the candidate is satisfied with their position the examiner should ask them to reverse out of the bay, either to the left or the right, given the restrictions that may be imposed by the characteristics of the car park.

NB This exercise should normally be conducted away from the DTC in a suitable car park

2.29. Pulling up on the right

On a suitable road, the examiner should ask the candidate to pull up on the right at a safe place. The assessment of this exercise should include the candidate moving safely across the path of oncoming traffic, they should be able to bring the vehicle to rest within a reasonable distance of the offside kerb. The examiner should observe whether, after stopping, the candidate applies the handbrake and returns the gear lever to neutral.

The examiner should then ask the candidate to reverse back for about two car lengths, assessing the candidate's control, accuracy and observation throughout. The candidate should then be asked to drive on when ready. Their ability to move off and safely regain a normal driving position will not be assessed as part of the exercise.

NB There may be certain circumstances, such as another vehicle stopping immediately in front of the candidate, where it may be necessary for an examiner to ask the candidate to reverse back further or give guidance to assist them moving off. This should be taken into account when an assessment is made.

2.30. Traffic Signs and Signals

The examiner should be satisfied that the candidate acts promptly on all signals given by traffic signs, the police, authorised traffic controllers and other drivers. At a junction where there is a "**stop**" sign the examiner should observe whether the candidate complies with the sign by stopping the vehicle at the transverse line, before entering the major road, and waiting there until it is possible to proceed in safety and without inconveniencing other road users.

2.31. Turning Right and Left (at road junctions)

The candidate should be advised **well before** they come to a road junction that they are to turn right or left. The examiner should observe whether the candidate approaches with the vehicle under proper control, takes due account of the type of junction and any warning signs, uses the mirrors, gives the appropriate signals in good time, takes up the correct road position before turning, takes effective observation before emerging and adopts the proper position on the road after turning.

The examiner should take particular note of the candidate's driving as they approach junctions with poor visibility. **Position and control at minor roads is particularly important.** The route should include a section of residential roads so that the candidate's reaction to intersections of minor roads may be seen. A driver who is over cautious at a main road will frequently be careless at junctions of minor roads, e.g. will cruise over minor crossroads too fast without taking proper observation.

2.32. Overtaking, Meeting and Crossing

The candidate's behaviour should be observed when overtaking and meeting other vehicles, and when crossing the path of other traffic to turn right. The use of the mirrors to observe following traffic and the giving of appropriate signals before overtaking should be noted. While showing consideration for other drivers, the candidate should not give way unduly to other vehicles when it would be normal to proceed.

2.33. Forms

Examiners will use form DL25 for the purpose of recording faults for the part two test. It is essential that the **actual form used on the test** be filed with the other relevant documents.

2.34. FTAs, FTCs, Forfeiture of Fees and Weather Postponements

In cases where the candidate either fails to attend (FTA) or, having attended, fails to complete (FTC) the test, the DL25 should be annotated with the appropriate numerical code in the activity code box together with brief details of the circumstances in the remarks column on the back of the DL25B. The DL25A will be sent to Central Functions with the relevant code recorded on the journal before posting to Newcastle. The DL25B should be kept on file with the rest of the work as normal.

2.35. Physical Disabilities

Whilst a candidate for registration does not have to disclose a physical disability, the examiner may notice it, or even have it brought to his notice by the candidate. A physical disability is not necessarily a bar to registration; the ability to do the job is the main criterion. Candidates will be expected to take **direct observation through the rear** of the car when carrying out reversing manoeuvres, reliance on mirrors is not acceptable.

It is currently a condition of registration that any potential ADI is able to make direct rear observations as per the advice given above. If it becomes apparent that the candidate is not able to make direct rear observations before a Part 2 test has commenced the test should not go ahead. The examiner should explain tactfully the requirement to the candidate and advise the candidate to contact the Registrar's team mailto:

PADI@dvsa.gov.uk

If the examiner is made aware after the test has commenced that the candidate is not able to make direct rear observations due to a medical condition, the examiner should tactfully explain the requirements to the candidate advising them that the test cannot continue. The candidate should be advised to contact the Registrar's team PADI@dvsa.gov.uk (Normal test termination procedures should be used)

Please use code 71 on DL 25 if the test is terminated and record a 'none' result in the above circumstances. Full details must be recorded in the examiner's report

NB Disabilities – Special needs

Special care should be taken in the independent section of the test to ensure the candidate is fully aware of the requirements and the route to be taken. Tests should not be terminated solely because the candidate is having problems with following directions or a satnav. The independent section of the test should not disadvantage candidates with disabilities. (Please see ID guidance in the DT1 - 7.35) [here](#)

2.36. Emergency Control Certificate (ECC)

On 8 June 2015 changes were made to the Motor Cars (Driving Instruction) Regulations. There is no longer a requirement for all disabled persons and those with a restricted licence wishing to be an ADI to undertake an Emergency Control Assessment (ECA). However, the Registrar retains the power to require someone, whether or not they have a restricted licence, to do so if he deems it necessary.

The assessment consists of seven exercises each of which is designed to test the instructor's ability to take control of the vehicle as and when relevant in the interest of safety.

If it becomes apparent that the candidate might not be able to take control of the vehicle in an emergency situation, the examiner should explain tactfully the requirement and advise the candidate to contact the registrar's team mailto: PADI@dvs.gov.uk

2.37. Condition of Vehicle - Part Two Test

The candidate is required to provide a suitable saloon motorcar or estate car in proper condition, for the practical test. A soft-top / cabriolet is not acceptable. It should be fitted with right-hand steering, a readily adjustable driving seat with head restraint and seat belts and a seat for a forward-facing front passenger. An additional interior rear view mirror will be required for the examiner's use while sitting in the front passenger seat. The vehicle may carry advertisements but **not** 'L' plates.

Many new vehicles are being fitted with a 'hill assist' device as standard. This system allows a driver, when moving off on an uphill or downhill gradient, a couple of seconds to move their foot from the footbrake to the accelerator before the device releases the footbrake automatically. If this device is fitted drivers still have to co-ordinate the controls and take the correct observation when moving off; consequently, vehicles fitted with such a device are suitable for the practical driving test

From 1 November 2010, all vehicles fitted with an electronically operated parking brake are suitable for use during a practical driving test. There are usually two ways of releasing an electronically operated parking brake: by depressing the footbrake whilst releasing the parking brake, then coordinating the accelerator and clutch to move away, or coordinating the accelerator and clutch and when the electronics sense the clutch is at biting point the parking brake releases automatically. The parking brake will not usually release automatically if the accelerator is not used or the controls are not coordinated correctly - providing there is no loss of control either method is acceptable.

If an examiner needs to take action to stop the vehicle if the electrically operated parking brake is applied and held on when the vehicle is in motion it will bring the vehicle to a controlled stop.

If the car provided does not comply with the above requirements or with any legal requirement relating to the use of vehicles on the road the test should not go ahead.

Examiners are advised to exercise considered judgement and discretion so that no candidate whose test could reasonably be conducted is turned away. (See DT1)

The examiner should explain to the candidate that they will not be able to conduct the test and should record the circumstances on the DL25 and complete the journal with the relevant code. Candidates who protest should be listened to with sympathy and told to forward their

objections to ADI Branch. Undue discussion must be avoided. Although a car used for the test may initially appear to be satisfactory, it may become apparent at a later stage that the vehicle is not in proper condition as to the operation of the controls, or in other ways. In this event, the examiner should explain the situation (on the lines already indicated) and terminate the test. Any enquiry about loss of fee should be referred to ADI Bookings.

2.38. Independent Driving

The candidate will be asked to complete a section of independent driving (approximately 20 minutes) by using a satnav, or following traffic signs. - See DT1 for guidance details 7.35 [here](#)

NB. Approximately one in every five tests should use traffic signs for this section.

2.39. DL25

The report form used in test two, DL25, should be completed as follows:

An oblique stroke (/) will be the method of recording all levels of faults committed. The weight of the fault recorded will be within the box of the respective description and under the appropriate heading; i.e. that of a driver fault; a serious fault or a dangerous fault. Examiners must be careful to use a ballpoint pen and press sufficiently hard so that a clear copy is made for the candidate.

When each exercise or manoeuvre from two - eight has been completed, a horizontal line will be used to record the fact. The forward park exercise will be marked at eight. Pulling up on the right will be marked at four. The Reverse Park on the DL25 should also be annotated by means of an oblique stroke against (R or C) to indicate which reverse park exercise has been carried out. All marks should be carefully recorded so as to not go outside the designated marking areas.

Back of the Form: The details required on the back of the form will be entered in the office, after the test.

Weather Conditions: Insert a ✓ against the box or boxes to fit the appropriate description

Candidate: The examiner should give a brief description of the candidate, in such terms as to recall the latter to mind should the need arise later. This information should concentrate on points such as irregularity of features, colour of hair, distinguishing marks such as freckles, etc. Description of clothing worn is of little use in the case of suspected impersonation. The description, though brief, should be sufficient for an investigating officer to be reasonably certain that the person who took the test was either genuine or not. The reference to age should be your assessment. Description should be as per DT1.

Driver Identification code:

Insert the code to describe the identification provided

PC	Photo card driving licence
PP	Passport

Remarks: After failed tests only, the `remarks' space should be used to record details of performance, for example: -

- All driving faults, serious and dangerous faults should be written up
- Any unusual behaviour or comment by a candidate during the part two test
- Any other special feature of the test.
- Plain language with no abbreviations should be used for all notes under `remarks'
- Record the presence of any person accompanying the test

The examiner should tick the debrief box on the front of the DL25 only if an accompanying driver was present for the oral explanation. Where the candidate refuses the de-brief, the examiner should give their opinion as to why in the `remarks' space on the reverse of the form.

A pass in the part two test should be recorded by inserting an oblique stroke (/) in the pass box followed by the number 1 in the activity code box. **A failure in the part two test** would be recorded by inserting an oblique stroke in the fail box followed by the number 2 in the activity code box. All entries on DL25 should be in ink, and made as neatly as possible.

2.40. Fault Markings on Form DL25

- Unable to meet the requirements of the eyesight test (test one) at 27.5 metres
- Controlled stop - inadequate braking, slow reaction or lack of control
- Forward bay park - incorrect use of controls and / or inaccuracy
- Lack of effective all round observation during this reversing exercise
- Reverse parking - incorrect use of controls and / or inaccuracy
- Lack of effective all round observation during the reverse parking exercise
- Pulling up on the right - incorrect use of controls and / or inaccuracy. Not showing due regard for approaching traffic.
- Lack of effective all round observation during this exercise
- Unable to answer or demonstrate correctly and safely a safety question
- Failure to take proper precautions before starting the engine
- Uncontrolled or harsh use of the accelerator
- Uncontrolled use of clutch
- Failure to engage the gear appropriate to the road and traffic conditions or for junctions. Coasting in neutral or with the clutch pedal depressed. Not changing gear or selecting neutral when necessary
- Late and / or harsh use of footbrake
- Not applying or releasing the parking brake when necessary
- Erratic steering, overshooting the correct turning point when turning right or left, hitting the kerb when turning left. Incorrect positioning of hands on the steering wheel or both hands off the steering wheel
- Failure to take effective precautions before moving away
- Inability to move off smoothly; straight ahead, at an angle, or on a gradient
- Failure to make effective use of the mirrors before signalling
- Failure to make effective use of the mirrors before changing direction
- Failure to make effective use of the mirrors before changing speed
- Omitting a necessary signal
- Signal not in accordance with the Highway Code. Failure to cancel direction indicator. Beckoning pedestrians to cross

- Incorrect timing of signal - too early so as to confuse other road users or too late to be of value
- Passing too close to stationary vehicles or obstructions
- Failure to comply with "**stop**" signs, including "**stop children**" sign carried by school crossing patrol
- Failure to comply with directional signs or "**no entry**" signs
- Failure to comply with road markings e.g. double white lines, box junctions
- Failure to comply with traffic lights (not pedestrian crossings)
- Failure to comply with signals given by a police officer, traffic warden, or other persons authorised to direct traffic
- Failure to take appropriate action on signals given by other road users
- Driving too fast for the prevailing road and traffic conditions
- Keep distance - following too closely behind the vehicle in front
- Leave a reasonable gap from the vehicle in front when stopping in lines of traffic
- Driving too slowly for the prevailing road and traffic conditions
- Unduly hesitant
- Approaching junctions either too fast or too slow
- Not taking effective observations before emerging and / or emerging without due regard for approaching traffic at junctions
- Incorrect positioning before turning right
- Positioning too far from the kerb before turning left
- Cutting right hand corners
- Overtaking or attempting to overtake other vehicles unsafely
- Not showing due regard for approaching traffic
- Turning right in a safe manner when involving traffic approaching from the opposite direction
- Incorrect positioning of the vehicle during normal driving
- Failure to exercise proper lane discipline
- Failure to give precedence to pedestrians on a pedestrian crossing. Non-compliance with traffic lights at a pedestrian crossing
- Normal stop not made in safe position
- Not anticipating what other road users intend to do or reacting inappropriately. This includes any inconveniencing of pedestrians actually crossing the road at a junction whether or not controlled by lights)
- Failure to use the ancillary controls when necessary.
- Failure to demonstrate an 'eco-safe' standard of driving.

2.41. Advisory Speed Limits

Advisory speed limits are often being used in particularly sensitive areas, such as outside schools, where it is considered that a reduction in speed would benefit the immediate community; they are there to encourage people to drive at a lower speed than they might otherwise do.

In common with assessing all other driving situations examiners must assess whether the driver's actions are safe and not automatically record a fault if the driver does not rigidly comply. As in some instances, there may be mitigating circumstances, such as in school holidays or at quiet times of the day, where there are very good fields of vision and low pedestrian activity and safety is not compromised. However, there will be instances where to exceed advisory limits could not be considered as safe and sometimes especially in

narrow residential streets the driver may need to reduce their speed considerably lower than the advisory limit.

Nevertheless, it is not DVSA policy to automatically record a serious fault if a driver does not rigidly comply with such limits. In common with assessing all other driving situations, examiners must assess whether the driver's actions are safe. In some instances, there may be mitigating circumstances such as very good fields of vision and low pedestrian activity. However, in most instances to exceed these limits could not be considered as safe and sometimes especially in narrow residential streets the driver may need to reduce their speed considerably lower than the advisory limit.

2.42. Steering

To ensure uniformity, when conducting car or vocational tests and ADI qualifying examinations, only assess the candidate's ability to control the vehicle and do not consider it as a fault if, for example, they do not hold the steering wheel at ten to two or quarter to three or if they cross their hands when turning the steering wheel. The assessment should be based on whether the steering is smooth, safe and under control. Over time vehicle technology has developed and driving technique has had to keep pace with that development, for example; the driver's use of gears or steering. In the past, drivers used the gears sequentially but today's drivers are able to be selective in terms of which gear is the most appropriate for the road and traffic conditions. No longer do we change down through each gear as we did years ago when brakes were less effective. Steering is another example, whereby the weight of the vehicle and the effort required turning the steering wheel resulted in the driver adopting a push pull technique. Nowadays power steering enables the driver to adopt their own safe style of steering with an emphasis on vehicle control rather than a prescribed method.

When assessing the ability of a learner driver it has been a long established principal only to assess the candidate's ability to control the vehicle. Do not consider it as a fault if for example they do not hold the steering wheel at ten to two or quarter to three or if they crossed their hands when turning the steering wheel. However, when assessing an ADI part two test examiners are trained to consider technique and on occasions, this may have led to faults being recorded if the driver crossed their hands when steering.

Driving instructors are now being trained to be less prescriptive in their approach when teaching driving, being more focussed on outputs rather than driving techniques. Therefore, regardless of category or type of test being conducted, providing safety is not compromised - there is **no** deviation from the defined outcome if a driver does not hold the steering wheel at ten to two or quarter to three or crosses their hands when turning the steering wheel.

2.43. Assessment and Recording of Faults

Faults should be assessed as they occur in the course of the test and recorded at the earliest, safe opportunity. Faults should be recorded on the DL25 as follows:

Driving faults that do not involve a serious or dangerous situation (Driving fault): -

A driving fault of this type, which is considered **worthy** of being marked, should be recorded by means of an oblique stroke on the left side of the appropriate panel on the front of DL25, level with the item to which it refers.

Repetition of the same driving fault should be recorded by means of a second oblique stroke (to the right of the first).

Further repetition of the same driving fault should be recorded as additional oblique strokes. A persistent repetition of a driving fault, showing a pattern in the candidate's driving, **may** be regarded as serious.

Serious faults, or those which involve a potentially dangerous situation, should be recorded by means of an oblique stroke under the S column against the item to which it refers.

Dangerous faults, those that involve actual danger, should be recorded by means of an oblique stroke under the D column against the item to which it refers.

The DT1 gives clear guidance to examiners on the procedure to be followed in the event of dangerous driving by the candidate. Should a candidate's driving be so dangerous as to pose a danger to the public or the occupants of the car the test should be terminated and the same procedures given in the DT1 should be followed.

2.44. Marking Standard

A pass should be recorded when a candidate incurs no more than six driving faults, which do not include a serious or dangerous fault.

A failure should be recorded against a candidate who incurs seven or more driving faults or a **serious** or **dangerous fault**.

2.45. Announcement of Result - Test Two

At the completion of the route, the examiner should ask the candidate to pull up at a convenient place (as near to the office as practicable) and switch off the engine. The candidate should be informed of the result.

At the end of all tests, the examiner should offer to give a brief explanation to the candidate of the faults marked on DL25. This is usually best done immediately following the announcement of the decision.

With the candidate's approval (refer to Data Protection Act – chapter 11) the trainer should be encouraged to listen to your discussions with the candidate. Our objectives are, after all, to improve the quality of driving instruction and allowing the trainer to listen in means that they may be better informed and consequently more able to give constructive guidance to their trainees on driving skills.

The 'de-brief' box should be marked only when an accompanying driver was present to listen to any feedback. If a candidate becomes abusive or is so upset that an explanation is obviously of no value, the examiner should abandon the attempt and a brief note should be recorded on the ADI 25.

Note: All DL25s must have a cross marked in the 'no licence rec'd' box. This includes FTA's and terminations.

2.46. Completion of Test Documents - Test Two

Pass - the back of the DL25B should be completed in accordance with the guidance in DT1.

Failure - the back of the DL25B should be completed in accordance with the guidance in DT1. All dangerous, serious and driving faults should be included in the remarks.

2.47. Disposal of Test Documents

After completion of the DL25, the examiner **must make a thorough check before handing them to the candidate.**

Pass - DL25C and D should be handed to the candidate. Ask if the candidate requires form ADI 3L to apply for a trainee licence.

The DL25B should be kept in the office for two years.

Failure - DL25C and D should be handed to the candidate. The DL25B should be kept in the office for two years.

Note: The test results must be recorded on the daily journal. To protect data the journal is retained in the office. The DL 25's are posted along with a batch header to Central Functions in Newcastle.

In cases where the candidate fails to attend or arrives late or a test is started but not completed, the DL25B with a brief note of the circumstances in the remarks space should be completed and filed at the test centre in the normal way. The DL25A should be sent to Central Functions at Newcastle with the appropriate activity code recorded; NOTE this only applies if the candidates name appears on the journal.

1. Annex A ADI Part 2 Safety questions.**'Show Me' questions**

S1: When it is safe to do so can you show me how you wash and clean the rear windscreen.

S2: When it is safe to do so can you show me how you wash and clean the front windscreen.

S3: When it is safe to do so can you show me how you would switch on your dipped headlights.

S4: When it is safe to do so can you show me how you would set the rear demister.

S5: When it is safe to do so can you show me how you would operate the horn.

S6: When it is safe to do so can you show me how you would demist the front windscreen.

S7: When it is safe can you show me how you would open and close the side window.

S8: When it is safe to do so show me how you would operate the cruise control.

'Tell Me' questions

T1: Tell me how you would check that the brakes are working before starting a journey.

A: Brakes should not feel spongy or slack. Brakes should be tested as you set off. Vehicle should not pull to one side.

T2: Tell me where you would find the information for the recommended tyre pressures for this car and how tyre pressures should be checked.

A: Manufacturer's guide, use a reliable pressure gauge, check and adjust pressures when tyres are cold, don't forget spare tyre, remember to refit valve caps.

T3: Tell me how you make sure your head restraint is correctly adjusted so it provides the best protection in the event of a crash.

A: The head restraint should be adjusted so the rigid part of the head restraint is at least as high as the eye or top of the ears, and as close to the back of the head as is comfortable. Note: Some restraints might not be adjustable.

T4: Tell me how you would check the tyres to ensure that they have sufficient tread depth and that their general condition is safe to use on the road.

A: No cuts and bulges, 1.6mm of tread depth across the central 3/4 of the breadth of the tyre and around the entire outer circumference.

T5: Tell me how you would check that the headlights & tail lights are working. (No need to exit vehicle)

A: Explanation: Operate switch (turn on ignition if necessary), then walk round vehicle. (As this is a "Tell Me" question, there is no need to physically check the lights).

T6: Tell me how you would know if there was a problem with your anti-lock braking system.

A: Warning light should illuminate if there is a fault with the anti-lock braking system.

T7: Tell me how you would check the direction indicators are working. (No need to exit the vehicle)

A: A: Explanation: Operate switch (turn on ignition if necessary), then walk round vehicle. (As this is a "Tell Me" question, there is no need to physically check the lights).

T8: Tell me how you would check the brake lights are working on this car.

A: Explanation: Operate brake pedal, make use of reflections in windows, garage doors, etc, or ask someone to help.

T9: Tell me how you would check the power assisted steering is working before starting a journey.

A: Explanation: If the steering becomes heavy, the system may not be working properly. Before starting a journey two simple checks can be made. Gentle pressure on the steering wheel, maintained while the engine is started, should result in a slight but noticeable movement as the system begins to operate. Alternatively turning the steering wheel just after moving off will give an immediate indication that the power assistance is functioning.

T10: Tell me how you would switch on the rear fog light(s) and explain when you would use it/them, (no need to exit vehicle).

A: Operate switch (turn on dipped headlights and ignition if necessary). Check warning light is on. Explain use.

T11: Tell me how you switch your headlight from dipped to main beam and explain how you would know the main beam is on.

A: Operate switch (with ignition or engine on if necessary), check with main beam warning light.

T12: Open the bonnet and tell me how you would check that the engine has sufficient oil.

A: Identify dipstick / oil level indicator, describe check of oil level against the minimum/ maximum markers.

T13: Open the bonnet and tell me how you would check that the engine has sufficient engine coolant.

A: Identify high/low level markings on header tank where fitted or radiator filler cap, and describe how to top up to correct level.

T14: Open the bonnet and tell me how you would check that you have a safe level of hydraulic brake fluid.

A: Identify reservoir, check level against high/low markings.

3. The Instructional Ability Test

3.1. Preparation of Documents

The report form used for test three is ADI Part 3/SC. Prior to the test an ADI Part 3/SC should be prepared with the relevant information about the PDI, obtained from the daily journal (i.e. examiner's name / signature, location, candidate's name, personal reference number and date).

3.2. Reception and Identity Check

When the PDI arrives, you should introduce yourself courteously. You should wear your name badge. Please remember that shaking hands is not acceptable to everybody.

You must check the identity of the person who has presented themselves for the test and apply the following checks pleasantly and courteously. Ask to see the photo driving licence. If an old style licence is produced, the PDI must also have an acceptable form of photo identification. A trainee licence is acceptable or a valid passport. The photo licence should be scanned as per the DT1 - 1.11 [here](#) (Note it is important the candidate's identity is confirmed for the requirements of this test and if the examiner is satisfied that the candidate's ID has been established the test should go ahead).

Ask the PDI to read and complete the declaration on the form ADI Part 3 S/C. If the PDI refuses to sign the declaration or there is any doubt about the insurance cover the test should not proceed. Make sure that the declaration has been completed correctly. Compare the signature with their licence or alternative proof of identification.

If the pupil they have brought with them is paying for the lesson their trainee licence (badge) must be displayed. If they are not paying, then the licence need not be displayed.

Annotate the ADI Part 3/SC accordingly ref trainee licence.

If the PDI attends without a pupil, you should refer them to the requirements for this and inform them the test will not go ahead.

You should ask to see the workbook or other training documents used during their training and discuss the content with them, but if they do not bring such papers this will not invalidate the test.

You should ask for the PRN of their trainer, whether they are a registered ORDIT trainer and record this in the relevant boxes on ADI Part 3/SC.

Please be considerate when enquiring about the PDI's trainer details or whether they have workbook because it is important that all PDIs attending for test are treated the same.

The ADI Part 3 S/C should be marked accordingly if the trainer accompanies the test.

3.3. Insurance

A PDI who gives an inconclusive or evasive answer to the question about insurance cover for the test should be pressed, courteously but firmly, to be more precise. If, as a result, the answer is satisfactory and they have completed the declaration, the test should proceed. Should they refuse to sign the declaration the test should not be conducted.

N.B: Easy-Car rental cars are not suitably insured for the purpose of the part three test.

3.4. Vehicle to be used

The vehicle used for the test must meet minimum test requirements and, as far as you are able to tell, be roadworthy and safe. Soft-top convertibles are not acceptable nor are '2+2' vehicles where seating arrangements in the back are inadequate.

L-plates (or D plates in Wales) should be fitted if the PDI is teaching a learner. Rear seat belts in working order must be fitted and must be used. If there is the facility for rear head restraints, these must be fitted to ensure your safety and suitable insurance must be in place. Failure to attend in a suitable car could result in the test being terminated. Rules for cars used for driving tests can be found on GOV.UK.

3.5. Duration of the Part Three Test

The test of instructional ability should take approximately one hour. You should allow a short period for discussion about the pupil and review of training records prior to the start of the lesson.

At the end of the lesson, you will carry out the assessment back in the office. You should then allow 15 minutes for delivery of the result and feedback.

3.6. Conducting the Part Three Test

The test must be conducted in either English or Welsh. Interpreters for the purpose of translating any other language are not allowed. If a PDI requires a Welsh-speaking examiner, they should request this on their application.

You will observe the PDI delivering a normal lesson with a pupil for about an hour.

You assess the PDI's delivery of instruction to their pupil based on the criteria set out on ADI Part 3/SC and the National Standards for driver and rider training.

An increasing number of instructors provide training to the emergency services. This training can include taking advantage of legal exemptions such as exceeding speed limits or not complying with traffic signs.

You should tell the PDI that you cannot accompany the lesson for health and safety reasons if you are told that the proposed lesson plan includes elements, which require the trainee to take advantage of the exemptions. You must stop the test if the PDI refuses to change the lesson plan to take out these elements.

3.7. PDI preparation for the test

The pupil can accompany the PDI to the waiting room at the test centre. If the pupil decides to wait in the car, you should encourage the PDI to introduce the pupil to you in a relaxed way.

They should tell their pupil to behave exactly as they would normally. Some find that it helps to put their pupil at ease if they explain:

- that the examiner is there to check the instructor is doing their job
- to make sure that the quality of instruction they get meets the minimum standards

The PDI should prepare a normal lesson, with their pupil, based on the student's learning needs or agreed development strategy.

The theme for the lesson may be one of those listed on the ADI Part 3/SC form, but it may be something else. In that case, you should record what the theme was in the 'other' box.

Before the lesson starts, you will ask the PDI some questions about their pupil.

They should be able to tell you:

- roughly how many hours of tuition their pupil has had
- whether their pupil is getting any other practice, e.g. from parents or others
- their pupil's strengths and areas for development

The PDI should show you the pupil's driver's record (if they have one) before the start of the lesson to help explain their current progress in their agreed training programme.

You can make notes during the lesson to help you identify locations that may not be familiar to you. You should destroy the notes as soon as possible after the test is complete. The only record of the test will be the completed report form.

3.8. Risk Management

You should not wilfully place yourself, the PDI, the pupil or other road users at risk at any time.

3.9. Other people present

You can be accompanied by a senior examiner to quality assure your assessment. Whenever possible, you will tell the PDI a few minutes in advance when this is going to happen. If you could not tell the PDI before the assessment, 5 minutes will be allowed for the PDI to explain to the pupil what is happening. The lesson can include (if the PDI wishes) driving to the nearest garage or tyre centre to inflate the car's tyres to the recommended pressures for a heavier load.

The PDI's trainer/mentor can accompany them, but that person cannot take part in the test in any way.

If a trainer/mentor intends to accompany the PDI and the test is also planned for supervision, the supervising examiner will decide whether or not the supervision goes ahead.

3.10. At the start of the test

The test requires the PDI to show their competence against all the criteria on the assessment form. You should make sure the PDI understands what they are required to do.

You should confirm with the PDI that 'This is a test of their ability as an instructor to deliver a client centred lesson appropriate to the needs of your pupil. The lesson should last about an hour.'

Tell the PDI what time they should aim to finish the lesson/return to DTC.

You should then ask the PDI,

'Do you have any questions about the test before we start?'

You will then ask about the pupil's background and how much experience they have had. For example, you could say:

'Could you tell me how many lessons your pupil has had and what you have been covering recently?'

When you're satisfied that you have the information you need and that the PDI understands what's going to happen, you'll ask them to continue with the lesson, for example by saying:

'Thank you, [insert PDI name,] carry on with this lesson in your normal way. I won't take any part in the lesson and would you plan your lesson to be back here about an hour from now.'

At the beginning of a lesson a PDI should, normally, discuss the lesson plan and agree it with the pupil. Where the PDI has had little or no experience of working with the pupil they can suggest an assessment drive before finalising a lesson plan. However, the PDI should make sure enough time is available for development and feedback during the lesson.

3.11. At the end of the test

Once the PDI has finished any reflective discussion with their pupil, you will tell them that the test has finished, for example by saying:

‘Thank you [insert PDI name] I now need to complete my paperwork. This will take me about 10 minutes. I’ll come and find you and give you some feedback on what I’ve seen. You’re both welcome to wait in the waiting room.’

The examiner should not debrief the PDI with the pupil present. However, the PDI may request that a third-party, such as their mentor/trainer, is present for the result and some feedback. It should be noted the trainer may act as an observer but not take part in the discussion.

In the interests of accuracy, it is essential that the ADI Part 3/SC be completed as soon as possible after the examiner has returned to the office. The form should not be completed in the car.

3.12. Completing the assessment

The assessment is made against 3 broad or ‘high’ areas of competence:

- lesson planning
- risk management
- teaching and learning strategies

The test marking sheet is at [Section 3. Sample ADI Part 3 /SC reporting form](#). The three high areas of competence are broken down further into 17 lower level competences and a mark will be given for each of these lower level competences. These marks will be totalled to give an overall mark and they will provide a profile of the areas where the PDI is strong and where they need to do some more development work.

Marks will be given as follows:

- no evidence of competence = 0
- a few elements of competence demonstrated = 1
- competence demonstrated in most elements = 2
- competence demonstrated in all elements = 3

The key thing to understand is that the lower level competences, on the form, can themselves be broken down into elements. The PDI will have to use a range of skills to ensure each of these elements is in place.

For example, the first lower level competence, in the lesson planning section, is: ‘Did the instructor identify the pupil’s learning goals and needs?’

To fully satisfy this requirement the PDI must:

- actively recognise the need to understand the pupil’s experience and background
- ask suitable questions
- encourage the pupil to talk about their goals, concerns etc. and actively listen to what the pupil has to say
- understand the significance of what they say
- recognise other indications, e.g. body language, that the pupil is trying to express something but perhaps cannot find the right words

These are what we mean by the elements. Another way to express it would be to think of these as the building blocks, which go to make up the lower level competence, which is being assessed.

Competence standards examples

A PDI who does not attempt to understand their pupil's needs would be demonstrating no evidence of competence and be marked 0.

A PDI who makes an attempt, asks a few questions, but doesn't really listen and then goes ahead and does what they intended to do regardless, would be demonstrating a few elements of competence and would be marked 1.

A PDI who grasps the importance of understanding the pupil's needs and makes a real effort to do so, but who finds it difficult to frame suitable questions, would be demonstrating competence in most elements and would be marked 2.

Competence development

Another way to look at this is from a developmental point of view. If the examiner gives the PDI a score of 3 - the examiner is effectively saying that this is an area where the PDI does not need to do any further work, apart from continuously reflecting on their performance.

If they give a score of 2 - they are saying that the PDI's performance is acceptable but there are clear areas where they could improve.

If they give a score of 1 - they are saying the PDI's performance is not acceptable and the PDI needs to do a lot more work, even though they give evidence of knowing what they are supposed to be doing.

Consistent marking

It is important that any assessment demonstrates consistency across each area of competence.

The following is an example of inconsistent marking:

- Did the trainer identify the pupil's learning goals and needs? = 0
- Was the agreed lesson structure tailored to the pupil's experience and ability? = 2 or 3

This is inconsistent because if there has been no meaningful attempt to identify the pupil's learning goals, it is not possible for a lesson structure to be either agreed or appropriate.

A PDI may have knowledge of a pupil's learning goals from earlier lessons. If this becomes clear during the lesson then, logically, it would also be wrong to give a 0 against the first competence. The maximum mark a PDI can gain is 51 and the score achieved will dictate the final grade. (see grading scale in Section * sample reporting form and guidance).

Whatever their overall marks a PDI will automatically fail if they:

- achieve a score of 7 or less on the Risk Management section
- At any point in the lesson, behave in a way, which puts you, the pupil or any third party in immediate danger, so that you have to stop the lesson.

Note: See 3.06 'Recording Assessment' regarding grades in these circumstances.

You will note the grade the PDI has achieved on the assessment form and give them a copy. You will also offer feedback on the PDI's overall performance, using the profile of the marks you have given them as the basis. The feedback will include evidence of non-compliance only and not guidance as to how to deliver suitable instruction that is the role of the trainer. No other written report will be made, as performance and development needs are clearly identified on the assessment form.

3.13. Complaints procedure

If a PDI feels that their test was not conducted properly, they should follow the complaints procedure. However, they cannot appeal against your decision. The complaints procedure can be found at <https://www.gov.uk/government/organisations/driver-and-vehicle-standards-agency/about/complaints-procedure>

3.14. PDI failure to attend

If a PDI fails to attend (FTA) at the date and time set out on the journal or if the test is terminated for any reason you should record the relevant code on the journal.

3.15. Assessment

Your role is to assess the PDI's competence to deliver effective driving instruction. The 'National standard for driver and rider training' is expressed in terms of learning outcomes and there may be more than one way for a PDI to achieve those outcomes. Of course if a PDI does, or says, something that is clearly wrong it is important that you pick this up, especially where it could lead to a safety issue. However, your overall approach should be focused on recognising achievement rather than purely identifying faults.

The PDI's task is to provide an effective learning experience for their pupil. An effective learning experience is judged to be one in which the pupil is supported to take as much responsibility as possible for their learning process.

The PDI should, where it is correct and safe to do so, feel free to introduce wider issues from the driving standard into the lesson, such as assessing personal fitness to drive, the use of alcohol or drugs or dealing with aggression. If, for example, a pupil offers an inappropriate comment about the use of alcohol it would be appropriate for the PDI to challenge this. Similarly, it would be appropriate for the PDI to encourage the pupil to think through what might happen, in particular situations, if the conditions were different. For example, after negotiating a particularly difficult junction it might be helpful to discuss how different it would be at night or in bad weather. The important thing to remember here is that the most effective learning takes place when the pupil finds the answers for themselves.

If opportunities arise for discussion of issues between the PDI and the pupil, while on the move, these can be used, but this needs to be tailored to the pupil's ability and should not create distraction. Too many unnecessary instructions from the PDI can both de-motivate the pupil and create a real hazard. Remember it is an offence to use a mobile phone whilst driving because this is known to create a level of risk equivalent to or, in some cases,

greater than driving whilst drunk. It cannot, therefore be good practice to constantly bombard the pupil with unnecessary questions.

3.16. Recording assessment

In normal circumstances, you should record your assessment, on the assessment form, immediately after the Part 3 test has been completed, taking into account the guidance given above. You should record the main subject of the lesson and what level of experience the pupil is said to have e.g. FLH for a full licence holder.

If at any point during the lesson the PDI behaves in a way, which puts you, the pupil or any third party in immediate danger you should stop the lesson. You should put a tick in the appropriate Yes box in the review section and mark the form as a Fail.

If the PDI scores 7 or less in the section marked Risk Management, you should put a tick in the appropriate Yes box and mark the form as a Fail. The PDI can still be given a score, determined by the scores they achieve against the other criteria but, in any case, the outcome cannot be assessed as satisfactory.

Assuming you do not have reason to award an automatic fail, record any evidence first and then consider the effect on other sub-competencies. The marks given should then be totalled to determine the grade achieved.

At the end of the Part 3 test, the Outcome box on the form should be marked with the grade achieved: "A", "B" or Fail.

Ensure all the boxes are completed and checked before handing any documentation to the PDI.

If you have terminated the test in the interest of safety and recorded an automatic fail under risk management, you must notify the Registrar with the details of the PDI and Trainer.

3.17. Documentation

The top copy of the completed assessment form should be handed to the PDI following the verbal feedback. The second copy should be posted to:

Instructor Services and Registration Team
Driver & Vehicle Standards Agency
The Axis Building
112 Upper Parliament Street
Nottingham
NG1 6LP

The third copy is for the examiner's records and should be stored in line with guidance provided.

Following a pass, the PDI should be provided with a form ADI 12 or be directed to the relevant section on GOV.UK to apply to join the ADI Register.

In the unlikely event that a de-brief is not carried out, the PDI's copy of the ADI Part 3/SC should be inserted in an envelope and posted to the PDI by first class post.

3.18. Giving feedback

When you have finished filling in the assessment form you should inform the PDI the grade they have achieved. If you have assessed them as a Fail they must be told clearly that their instruction is not at an acceptable level.

You can then give feedback that is more detailed but, if you do this, you must make sure that it relates to the competences against which the PDI has been assessed:

- **lesson planning**
- **risk management**
- **teaching and learning strategies**

The purpose of feedback is to help the PDI understand where they failed to demonstrate full competence and where they need to focus their efforts when undertaking further development. They must understand what has led to the grade they have been awarded.

With the ADI Part 3/SC form you will be able to show the PDI the 'profile' of their performance, against the individual competences, very clearly. This should help them to see where they have given a strong performance as well as where they need development. You will not, therefore, need to produce any additional written reports or follow-up letters. However, it is important to remember that it is not part of your role to tell the PDI what they should have done. It is for the PDI to reflect on how to improve their performance and seek additional training from their ORDIT trainer.

Having finished giving feedback you should note, in the box marked 'debrief / feedback offered', the areas of competence not met that you have highlighted in your feedback to the PDI. Don't simply write the competence itself but because that is identifiable but do provide examples of where incidents occurred or why they happened. These can be bulleted points. This should contain enough detail to allow the PDI and trainer to recall the points raised during the feedback.

If the PDI has 'failed' their test, you must advise the PDI to seek further development / guidance from an ORDIT registered trainer and record that this has been done by marking the "Yes" box provided on the report form. In some circumstances a "No" may be recorded in this box i.e. If the PDI failed the third attempt at the test, or if the debrief was not delivered for any reason. Any "No" recorded should have the reason noted in the debrief notes box.

To comply with guidelines under data protection, the PDI will need to confirm with the examiner that they give permission for their trainer to be present during the feedback.

The feedback **must** take place in private. Discretion **must** be used when choosing a place to discuss the test with the PDI. The conversation should not be capable of being overheard by other people including driving examiners.

You are not taking the role of an ADI trainer or tutor. Make full use of your counselling skills and be aware of any 'body language', which may give an indication as to how the PDI is reacting to your feedback and be prepared to vary your approach.

3.19. The partly trained, inexperienced, learner

Drivers at this stage of their career are likely to want/need experience of a steadily increasing variety of road and traffic conditions to enable them to develop their basic skills. They may have areas where they are uncomfortable or not yet competent, such as complex junctions or roundabouts, heavy or fast moving traffic. They may not have a good understanding of theory, for example, of road-signs and markings.

In this context the key objectives of the 'National standard for driver and rider training' include being able to:

- create a climate that promotes learning (element 6.3.1)
- explain and demonstrate skills and techniques (element 6.3.2)
- transfer the balance of responsibility for their learning process to the learner as soon as they are ready to take it (element 6.3.3)

PDIs should be working to understand where the pupil is having difficulties and how they can help them develop sound basic skills. If the PDI is not making the effort to understand, they are not demonstrating competence. By asking questions or staying silent, listening, and watching they are clearly making the effort to understand and demonstrate competence. It does not matter if they do not achieve full understanding by the end of the lesson.

In the same way, pupils at this level should not feel they are being patronised or talked-down-to, as this will make them unreceptive. They do not all learn in the same way. Consequently, there is no single, correct, way to transfer responsibility to them and, in any case, this is not going to take place instantly. In this context, just as it is unreasonable to expect a pupil to get it right instantly, so it is unreasonable to expect a PDI to transfer responsibility instantly. The key thing that a PDI must demonstrate is that they understand the need to transfer ownership and make the effort to do so.

It is important to understand that, at this level, a pupil will not always 'get it right' as soon as the PDI gives them some direction or coaches them around a problem. They should understand the issue, at least in principle, and what they need to do in theory. They should generally be willing to try to overcome weaknesses, but their efforts may not always be successful. You should not penalise the PDI if they do not immediately 'solve the problem'.

PDIs should use a variety of tools to encourage the pupil to analyse their own performance and to find solutions to problems. The PDI should be supportive and give suitable and technically correct instructions or demonstrations where appropriate. Of course, where a pupil cannot come up with a way forward the PDI should provide suitable input – especially if failure to do so might result in a risk to any party.

3.20. Experienced pupil – about ready to take their practical driving test

At this stage, the key objective of the 'National standard for driver and rider training' is to:

- work with the learner to agree when they are ready to undertake formal assessment of driving competence (element 6.3.3)

Evidence suggests that, by this stage, some pupils may:

- be technically skilful
- be able to complete manoeuvres competently
- have experience of driving on a wide range of roads and in a range of conditions

They may be confident and feel that they are at the stage of refining their competence around 'what they need to do to pass the test'. On the other hand, they may:

- have already developed bad habits, especially if they have been taught by a relative or friend
- have an inflated opinion of their competence
- have a poor understanding of risk
- have not developed the skills of scanning and planning that will help them to cope when they drive independently
- have not developed the skills of reflection that will help them to be life-long learners

They may not be used to being challenged to analyse and come up with solutions. They could be impatient and resistant to correction if they do demonstrate 'bad habits'. They may well have forgotten a lot of what they learnt when they did their theory test.

Responses at this level could vary from enthusiastic acceptance of the information they need, to real resistance to being told things they do not think are relevant.

During their standards check the PDI must demonstrate that they understand the key issues that need to be addressed to try to reduce the numbers of newly qualified drivers who crash in the first 6 months. They should be working to develop a realistic understanding of ability and an enhanced understanding of risk. They should be checking, developing, reinforcing systematic scanning, and planning tools. They should be strongly encouraging reflection.

PDI's should be supportive, not over-instruct and give suitable and technically correct instructions or demonstrations where necessary. However, the emphasis is likely to be on the use of tools, such as practical examples, to develop a more joined-up and outward looking approach.

3.21. New full licence holder (FLH)

This FLH pupil has demonstrated 'competence' against those elements of the National Driver Standards (NDS) that we test in the theory and practical tests. Remember, however, that these tests are limited in scope. They do not require the pupil to drive on all classes of roads and they do not test understanding of that part of the NDS, which calls on learners to reflect on their competence as they go through their driving career. The PDI's objective, at this stage should be to develop the pupil's competence across the full range of driving environments and to support and reinforce their commitment to life-long learning around driving.

Reasons why an individual might come to a PDI at this stage include:

- wanting to refresh their skills if they haven't driven since they took their test
- moving on to a bigger or technologically different vehicle
- starting to drive for work
- starting a family and wanting to improve their skills
- moving from an urban to a rural environment, or vice versa
- starting to use motorways
- a simple desire to become a better developed driver

This pupil is likely to be enthusiastic and, in theory at least, open to learning if they have chosen to take training. If, on the other hand, they have been told to take it, perhaps by an employer, they might be resentful and resistant. They may well have already lost the disciplines of the mirror-signal-manoevre (MSM) routine and forward planning skills. They may not be used to driving in an 'Eco-Safe' way and may not even understand the term. They may be nervous about increased responsibility and accountability.

During their test the key thing that the PDI must demonstrate is that they are able to find out exactly what it is the pupil wants from the lesson and put together a plan to deliver that. They must of course, identify and deal with bad habits that might have been acquired. However, if all they do is go over what the pupil should have learnt prior to their test they are unlikely to reinforce the commitment to life-long learning.

3.22. Experienced full licence holder

At this stage, the FLH pupil should be more confident and competent than they were immediately after passing their test. They should have gained experience across all or most of the possible classes of roads, at night and in bad weather. They may already be driving for work and are likely to regard themselves as capable drivers, even though their application of safety routines and forward planning skills may show they are not quite as competent as they think.

Reasons why an individual might come to an instructor at this stage include;

- being required by employers to undertake additional training to keep insurance costs down
- wanting to drive more economically to reduce business costs
- having had an accident or near miss that has shaken their confidence
- returning to driving after a period of ill-health or loss of licence
- recognising that their driving skills are deteriorating through age or ill-health

This FLH may be an overseas driver who has significant experience but, having been in the UK beyond the statutory period, is now required to take the tests to qualify for a UK licence.

Depending on their reasons for undertaking training these pupils could be enthusiastic or very nervous, willing or very resistant. Older pupils may find it harder to learn new skills or to get out of bad habits. They may have developed unsafe habits such as not leaving large enough separation distances and failing to carry out systematic observation routines.

In assessment the key thing is that the PDI must demonstrate they can find out exactly what it is the pupil wants from the lesson and put together a plan to deliver that. They

must, of course, spot and deal with bad habits that might have been acquired. However, the lesson must take the pupil forward in their learning. If it does not deliver what the pupil is looking for they will not engage with the learning process.

This is not an exhaustive list of possible scenarios. However, it should give some indication of the sorts of things that should be considered.

3.23. Typical reflective log

Reflecting on today's lesson	
Please consider filling in this reflective log – it is yours to keep and your comments may help you identify where you can make improvements in your performance.	
What went well today?	
What did not go as well today?	
What could I do to improve?	
Notes	

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3.24. Sample reporting form and guidance



INFORMATION			
Candidate's name	<input type="text"/>	Location	<input type="text"/>
PRN	<input type="text"/>	Date	<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	Yes <input type="checkbox"/> No <input type="checkbox"/>
<input type="text"/>		Reg No	<input type="text"/>
		Log book	Yes <input type="checkbox"/> No <input type="checkbox"/>
		Trainer PRN	<input type="text"/>
		Trainee Licence	Yes <input type="checkbox"/> No <input type="checkbox"/>
		ORDIT	Yes <input type="checkbox"/> No <input type="checkbox"/>
		Accompanied?	QA <input type="checkbox"/> Trainer <input type="checkbox"/> Other <input type="checkbox"/>
Outcome			

ASSESSMENT							
Lesson	Student: Beginner <input type="checkbox"/> Partly trained <input type="checkbox"/> Trained <input type="checkbox"/> FLH New <input type="checkbox"/> FLH Experienced <input type="checkbox"/>			Competence			
Lesson theme:	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"/> 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?						
	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 pupils 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						
	Overall score						

REVIEW		YES	NO
Did the candidate score 7 or less on Risk Management (A 'Yes' response to this question will result in an automatic Fail)			
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)			
Was advice given to seek further development?			
Feedback offered to Candidate	<input type="text"/>		
Examiner Name	<input type="text"/>	Signature	<input type="text"/>

11/2017

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 (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

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
0 – 30	Unsatisfactory performance	FAIL
31 – 42	Sufficient competence demonstrated to permit entry to the Register of Approved Driving Instructors	GRADE B
43 – 51	A high overall standard of instruction demonstrated	GRADE A

Note: If you score 7 or less in the Risk Management section the instructional ability will be deemed substandard and a fail. Also, if the examiner believes your behaviour is placing you, the pupil or any third party in immediate danger they may stop the examination and record an immediate fail.

Appeals

You cannot appeal against the examiner’s decision. You may appeal to a Magistrate’s Court or, in Scotland, the Sheriff’s office, if you consider that your test was not conducted properly. (See Road Traffic Act 1988, Section 133).

Before you consider making any appeal you may wish to seek legal advice.

3.25. Interpreting the assessment criteria

3.26. Planning

The purpose of all driver training is to assess and develop the learner's skill, knowledge and understanding in relation to the contents of the NSDRT. Research indicates that is best achieved by placing the client at the centre of learning process. In this context, the assessment criteria should be interpreted as follows.

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

Usually this process will take place at the beginning of a lesson. However, where the PDI and the pupil have been working together for some time prior to the standards check, they may have already laid down the basic structure of the pupil's learning goals. This needs to be taken into account when assessing this element.

If the PDI has not worked with the pupil before it is perfectly OK for the PDI to ask the pupil to undertake a demonstration / assessment drive. This should give the PDI a good idea of the pupil's level of competence and provide a basis for a discussion of the pupil's needs.

It is also important to remember that a better understanding of the pupil's needs may emerge as the lesson progresses. It follows that this criteria cannot be 'ticked-off' at the beginning of the lesson and then forgotten.

As you observe the lesson, you should be looking for Indications that the elements, which go to make up the low-level competence, are being demonstrated. In this case the sorts of things that would give you an indication of competence include:

- encouraging the pupil to say what they want from the lesson
- If early in the learning process, ensuring there is understanding about responsibility for managing risk.
- asking questions to ensure understanding
- checking understanding as the lesson progresses
- listening to what the pupil is saying
- taking note of body language

If a PDI encourages the pupil to say what they want, asks questions to check understanding at the beginning and as the lesson progresses, listens to what they are saying and picks up on body language they are likely to get a 3. If, on the other hand, they do all the listening bits but fail to spot the learner getting very tense and nervous in a particular situation they would probably get a 2. They would have demonstrated their understanding of the need to listen etc. but have not yet developed their ability to spot non-verbal clues. Indications of a lack of competence could include:

- making assumptions about understanding or experience
- failing to note negative or concerned comments or body language that shows discomfort
- undermining the pupil's confidence by continually asking questions clearly beyond the pupil's knowledge or understanding
- pushing the pupil to address issues that they are not happy to talk about, unless there is a clear need, such as an identified risk or a safety critical issue

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

The lesson structure should allow the pupil to progress at a manageable rate; stretching them without overwhelming them. For example, a pupil who is concerned about entering roundabouts should not be asked to tackle a fast-flowing multi-lane, multi-exit junction as their first attempt. Neither should they be restricted to very quiet junctions, unless the PDI identifies a potential risk issue that they want to check out first.

Indications that all the elements of competence are in place could include:

- ensuring the pupil understands what they plan to do and agrees with that plan
- a lesson that reflects the information given by the pupil and the learning goals they want to tackle
- building in opportunities to check the statements made by the pupil before moving to more challenging situations
- checking theoretical understanding

Indications of lack of competence include:

- delivering a pre-planned, standard lesson that doesn't take into account the pupil's expressed needs or concerns
- failing to build in a suitable balance of practice and theory

3.29. Were the practice areas suitable?

The PDI should use an area or route that allows the pupil to practise safely and helps them to achieve their goals. It should provide some stretch and challenge, but without taking the pupil out of their competence zone.

Indications that all the elements of competence are in place could include choosing a practice area / route that provides:

- a range of opportunities to address the agreed learning objectives
- challenges, but is realistic in terms of the pupil's capabilities and confidence

Indications of lack of competence include the PDI taking the pupil into an area that:

- takes the pupil outside of their competence zone - so that they spend all their time 'surviving' and have no space left to look at learning issues
- exposing the pupil to risks they cannot manage

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

The PDI should be willing and able to adapt if the pupil:

- appears to be uncomfortable or unable to deal with, the learning experience that the PDI has set up
- suggests that it is not providing what they were looking for

If the pupil's inability is creating a possible risk situation, they must adapt quickly. This might require a few extra questions to clarify what is out of line. It may be that the problem is because of the teaching and learning style being used by the PDI rather than because the overall plan is wrong. Whatever the reason for adapting the plan, the PDI must make sure the pupil understands what they are doing and why.

Indications that all the elements of competence are in place could include:

- comparing the actual performance of the pupil with their claims and clarifying any differences
- responding to any faults or weaknesses that undermine the original plan for the session
- responding to any concerns or issues raised by the pupil
- picking up on non-verbal signs of discomfort or confusion

Indications of lack of competence include:

- persisting with a plan despite the pupil being clearly out of their depth
- persisting with a plan despite the pupil demonstrating faults or weaknesses that should lead to a rethink of the plan
- changing the plan without reason
- failing to explain to the pupil why the plan has been changed

3.31. Risk management

It is vital that all parties in any on-road training situation understand, and are clear about, where the responsibility lies for the safety of themselves, others in the vehicle and other road users.

There are two aspects to the management of risk in any training situation.

At all times the PDI is responsible for their safety, the safety of the pupil and the safety of other road users. In particular, circumstances this can extend to taking physical control of the vehicle to manage a safety critical incident. If the PDI fails in this basic responsibility, at any time, they will fail the test.

From a training point of view, the PDI is also responsible for developing the pupil's awareness of and ability to manage risk (as the driver, the pupil also has responsibilities). This is the objective that is being assessed in this section.

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

The 'balance of responsibility', between the pupil and the PDI, will inevitably vary in different circumstances. For example, compare the following two scenarios:

- a) A pupil in the very early stages of their training, in a car fitted with dual controls.

In this situation it might be reasonable for a PDI to start a lesson by saying something like:

'At all times I expect you to drive as carefully and responsibly as possible. I will expect you to be aware of other road users and to control the car. However, I do have the ability to take control of the car in an emergency. I will only use these controls when I feel that you are not dealing with the situation yourself. If that happens we will take some time to talk about what happened so that you understand for next time.'

- b) A pupil who has passed their driving test but has asked you to give them some additional training in their own car, which is much bigger and more technically advanced than the one they learnt in.

In this situation a PDI might say something like:

'You have passed your test and I will therefore assume that you are taking full responsibility for our safety. I will be talking to you from time to time but I will try to keep that to a minimum so that I do not distract you. If I am quiet do not worry; that just means I am comfortable with what you are doing. I will, of course, let you know if I see any risk that you appear to have missed.'

However, such opening statements are not all that is involved in meeting this criterion. The PDI should be managing this process throughout the lesson. So, for example, if the pupil makes some sort of mistake carrying out a manoeuvre the PDI should, ideally, find an opportunity to analyse that mistake with the pupil. Having achieved an understanding of what went wrong; they might then ask the pupil to try the manoeuvre again. At that point, they should provide the pupil with clear information about what is required of them. So, for example, they might say:

'Let us try that manoeuvre again. I will not say anything. Just try to remember what we have just been talking about.'

On the other hand, they may want to take back a bit of control and they might say:

'Let's try that again. I will talk you through it this time. Just follow my instructions.'

The PDI should work with the pupil to decide the best way of tackling the problem and that might mean a temporary change in the 'balance of responsibility'. The important thing is that the pupil knows what is expected of them.

Under test conditions there are no circumstances in which a PDI can assume that the issue of risk management has been dealt with. Even if the PDI and the pupil have had discussions about risk before the observed lesson, they must show that they are actively managing the issue for assessment purposes.

Indications that all the elements of competence are in place could include:

- asking the pupil what is meant by risk
- asking the pupil what sorts of issues create risk, such as the use of alcohol or drugs
- explaining clearly what is expected of the pupil and what the pupil can reasonably expect of the PDI
- checking that the pupil understands what is required of them when there is a change of plan or they are asked to repeat an exercise

Indications of lack of competence include:

- failing to address the issue of risk management
- giving incorrect guidance about where responsibility lies for management of risk
- failing to explain how dual controls will be used
- undermining the pupil's commitment to being safe and responsible, e.g. by agreeing with risky attitudes to alcohol use
- asking the pupil to repeat a manoeuvre or carry out a particular exercise without making sure that they understand what role the PDI is going to play

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

'Directions' should be taken to mean any instruction, such as 'turn left at the next junction' or 'try changing gear a little later'. Any input from the PDI must be sufficient, timely and appropriate. It is important that PDIs take account of the ability of their pupils when giving directions. Directions given late, or in a confusing or misleading way, do not allow the pupil to respond and can make weaknesses worse.

Too many unnecessary instructions from the PDI can both de-motivate the pupil and create a real hazard. Remember it is an offence to use a mobile phone whilst driving because this is known to create a level of risk equivalent to or, in some cases, greater than driving whilst drunk. It cannot, therefore be good practice to constantly bombard the pupil with unnecessary questions.

Indications that all the elements of competence are in place could include:

- clear, concise directions
- ensuring the pupil understands what they plan to do and agrees with that plan
- directions given at a suitable time so that the pupil can respond

Indications of lack of competence include:

Giving confused directions

- giving directions too late
- giving unnecessary directions
- failing to recognise when the PDI's input is causing overload or confusion

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

This question lies at the heart of the PDI's professional skill. They should be able to:

- take in the outside world
- observe the actions of the pupil, including comments and body language
- judge whether those actions are suitable in any given situation
- respond accordingly

Any serious lapses in this area are likely to lead to a 0 marking.

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

The overall approach should be client-centred. Remember that there is a fine balance between giving enough input and giving too much.

When stationary it would be expected that inputs and interventions would take the form of a dialogue with the pupil. In the moving-car environment a PDI remaining silent and signalling their confidence in the pupil, through their body language, is just as much a coaching input as asking a stream of questions.

Clearly the most important 'interventions' are those that manage risk in a moving car. We would expect a PDI to point out situations in which a risk or hazard might arise to their pupil. However direct intervention by the PDI, to prevent a situation escalating, may be needed. This criterion is primarily about the PDI's response in those situations.

Indications that all the elements of competence are in place could include:

- Intervening in a way that actively supports the pupil's learning process and safety during the session.
- allowing the pupil to deal with situations appropriately
- taking control of situation where the pupil is clearly out of their depth

Indications of lack of competence include:

- ignoring a developing situation and leaving the pupil to flounder
- taking control of a situation the pupil is clearly dealing with appropriately
- constantly intervening when unnecessary
- intervening inappropriately and creating distractions
- undermining the pupil's confidence
- reinforcing the PDI as the person who is in sole control of the lesson

3.36. Was sufficient feedback given to help the pupil understand any potentially safety critical incidents?

If a safety critical, or potentially critical, incident does occur it is vital that the pupil fully understands what happened and how they could have avoided or dealt with it better. Ideally the pupil should be supported to analyse the situation for themselves. However, it may be necessary for the PDI to provide feedback if, for example, the pupil simply did not see a problem. That feedback should be given as soon as is practical after the incident.

Indications that all the elements of competence are in place could include:

- finding a safe place to stop and examine the critical incident
- allowing the pupil time to express any fears or concerns the incident might have caused
- supporting the pupil to reflect clearly about what happened
- providing input to clarify aspects of the incident that the pupil does not understand
- support the pupil to identify strategies for future situations
- providing input where the pupil does not understand what they should do differently
- checking that the pupil feels able to put the strategy in place
- agreeing ways of developing that competence if the pupil feels the need

Indications of lack of competence include:

- failing to examine the incident
- taking too long to address issues generated by an incident
- not allowing the pupil to explore their own understanding
- telling the pupil what the solution is and not checking their understanding
- failing to check the pupil's ability to put in place the agreed strategy

3.37. Teaching and learning strategies

The important thing to remember when considering teaching and learning styles is that it is not just about coaching. It is about client-centred learning. Our judgement should be about whether the PDI can help the pupil to learn in an active way. Also, remember instruction based around the core competences used currently is pretty good. We must not throw that away. We are trying to increase the options available to a PDI. Coaching is a powerful extension of the range of options. It is not an automatic replacement for any of the existing ones.

There will be many times when it is useful to use a coaching technique. The principle that underpins coaching is that an engaged pupil is likely to achieve a higher level of understanding and that self-directed solutions will seem far more relevant. This applies in every situation, including instruction. Direct instruction is useful in helping a pupil in the early stages cope with new situations or supporting a pupil who is clearly struggling in a certain situation. Good coaching will use the correct technique at the correct time, matching the pupil's needs. In some cases, the PDI may need to give direct instruction through a particularly difficult situation. That instruction forms part of a coaching process if the PDI then encourages the pupil to analyse the problem and take responsibility for learning from it. A good PDI will take every opportunity to reinforce learning.

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

The PDI should take into account all that they understand about the pupil. They should recognise that different pupils will have different preferred approaches to learning, although these may only emerge fully over a number of lessons. Some pupils may be very willing to learn actively and others may want opportunities to reflect before they make the next step in their learning. The PDI should at least be able to give evidence of their sensitivity to these issues. In a one-off session this will probably be best demonstrated by offering a range of options. The PDI should be able to adjust their approach if evidence emerges of a different preferred style.

It is impossible to force learning on a pupil. Progress is always determined by what the pupil is comfortable with. The skill is recognising when the pupil stops learning. The pace of a session should be set by the pupil. On the other hand a pupil should not be talked out of experimenting, if this is within safe bounds.

When coaching, the PDI should ensure that the tools used are suitable. If a question and answer technique is used this should match the pupil's level of ability and encourage them

to use a higher level of thinking to give a response. Asking closed questions of a pupil who is demonstrating a high level of ability, unless this is to check knowledge, is of little use. Asking open questions to a pupil of limited ability who is finding it difficult to achieve the task they have set for themselves may be very confusing. These are not hard and fast rules. The effectiveness of any question has to be assessed given the circumstances at the time.

Indications that all the elements of competence are in place could include:

- actively working to understand how they can best support the pupil's learning process (they might not achieve a full understanding in the session – it is the attempt that demonstrates competence)
- modifying teaching style when or if they realise there is a need to do so
- providing accurate and technically correct demonstration, instruction or information - giving technically incorrect instruction or information is an automatic fail if that input might lead to a safety critical situation
- using practical examples and other similar tools to provide different ways of looking at a particular subject
- linking learning in theory to learning in practice
- encouraging and helping the pupil to take ownership of the learning process
- responding to faults in a timely manner
- providing enough uninterrupted time to practice new skills
- providing the pupil with clear guidance about how they might practice outside the session

Indications of lack of competence include:

- adopting a teaching style clearly at odds with the pupil's learning style
- failing to check with the pupil whether the approach they are taking is acceptable
- failing to explore other ways of addressing a particular learning point
- concentrating on delivering teaching tools rather than looking for learning outcomes
- ignoring safety issues

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

A key part of the client-centred approach is development of active problem solving in the pupil. This means that the PDI has to provide time for this to happen and has to stop talking for long enough for the pupil to do the work. The key thing to remember, however, is that different pupils will respond to this invitation in different ways. Some may be able to do it instantly, in a discussion. Others may need to go away and reflect upon a particular problem. They may need to be pointed at readings or other inputs to help them get a handle on the issue. Pushing a pupil to come up with answers on the spot may be unproductive for some.

Indications that all the elements of competence are in place could include:

- providing time, in a suitable location, to explore any problems or issues that arose during the lesson or that were raised by the pupil
- providing timely opportunities for analysis; promptly in the case of risk critical incidents

- taking time and using suitable techniques to understand any problems the pupil had with understanding an issue
- suggesting suitable strategies to help the pupil develop their understanding, such as using practical examples or pointing them at further reading
- giving clear and accurate information to fill gaps in the pupil's knowledge or understanding
- leaving the pupil feeling that they had responsibility for their learning in the situation

Indications of lack of competence include:

- leaving the pupil feeling that the PDI was in control of the teaching process
- failing to explore alternative ways of addressing a problem – in response to evidence of different learning preferences
- providing unsuitable or incorrect inputs

3.40. Were opportunities and examples used to clarify learning outcomes?

While training in technique is core to the learning process it is important to reinforce this input and to link it with theory. The best way to do this is to use real-world situations during the lesson. The use of practical examples and scenarios on a lesson gives the pupil a better understanding of when, how and why to use a particular technique. This can be done, for example, by asking the pupil to think about why mirrors are important when changing direction.

Indications that all the elements of competence are in place could include:

- using examples identified on a lesson in a suitable way and at a suitable time to confirm or reinforce understanding
- exploring different ways to use examples to respond to differences in preferred learning style
- using examples that are within the pupil's range of experience and ability to understand
- recognising that some pupils will be able to respond instantly while others will want to think about the issue

Indications of lack of competence include:

- using examples the pupil cannot really understand through lack of experience
- using complex examples that the pupil doesn't have the ability to respond to
- failing to give the pupil time to think through the issues and come to their own conclusion
- imposing an interpretation

3.41. Was the technical information given comprehensive, appropriate and accurate?

As noted above giving incorrect or insufficient information, with the result that a safety critical situation might occur, will result in an automatic fail.

Remember that good information is:

- accurate
- relevant
- timely

Failure to meet any one of these criteria makes the others redundant.

Most sessions will require some technical input from the PDI to help the pupil solve problems or to fill a gap in their knowledge. This input must be accurate and appropriate.

Information given must be comprehensive when associated with a recurring weakness in the pupil's driving. Simply telling the pupil that they have done something wrong is unlikely to help them overcome the problem.

Any practical demonstration of technique must be clear and suitable. The pupil should be engaged and given the opportunity to explore their understanding of what they are being shown.

Information given unnecessarily may not be helpful, for example continually telling the pupil what to do and not allowing the pupil an opportunity to take responsibility. Unclear or misleading advice should also be avoided. Comments such as 'you're a bit close to these parked cars' could be used to introduce coaching on a weakness but are of little use on their own as they are unclear. How close is 'a bit' and is it significant?

Indications that all the elements of competence are in place could include:

- giving clear, timely and technically accurate demonstrations or explanations
- checking understanding and, if necessary, repeating the demonstration or explanation
- finding a different way to demonstrate or explain if the pupil still does not understand

Indications of lack of competence include:

- providing inaccurate or unclear information, too late or too early in the learning process
- failing to check understanding
- failing to explore alternative ways of presenting information where the pupil does not understand the first offering

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

Feedback is an essential part of learning but the process must be balanced. A pupil needs to have a clear picture of how they are doing, against their learning objectives, throughout the lesson. They should be encouraged when performing well and coached when a problem or learning opportunity occurs. However, a constant stream of words, however technically accurate, given at an unsuitable time may be de-motivating or actually dangerous. Sitting quietly and saying nothing can also be a very powerful form of feedback in some situations.

All feedback should be relevant, positive and honest. It is not helpful if the pupil is given unrealistic feedback, which creates a false sense of their own ability. Where possible, feedback should not be negative. Rather than saying somebody has a weakness, consider expressing it as a learning opportunity. However, if they need to be told something is wrong or dangerous there is no point in waffling. The pupil should have a realistic sense of their own performance.

Feedback is a two-way street. It should, ideally, be prompted by the pupil with the PDI responding to the pupil's questions or comments. The pupil's feedback should never be overlooked or disregarded.

Indications that all the elements of competence are in place could include:

- providing feedback in response to questions from the pupil
- seeking appropriate opportunities to provide feedback that reinforces understanding or confirms achievement of learning objectives
- providing feedback about failure to achieve learning objectives that helps the pupil achieve an understanding of what they need to do to improve
- providing feedback that the pupil can understand
- providing consistent feedback that is reinforced by body language

Indications of lack of competence include:

- providing feedback a long time after an incident so that the pupil cannot link the feedback to what happened
- providing feedback that overlooks a safety critical incident
- continuously providing feedback when this may be distracting the pupil
- failing to check the pupil's understanding of feedback
- providing feedback that is irrelevant to the pupil's learning objectives, for example commenting on their personal appearance
- refusing to hear reasonable feedback about the PDI's own performance

3.43. Were the pupil's queries followed up and answered?

Direct questions or queries from the pupil should be dealt with as soon as possible. The response may involve providing information or directing the pupil to a suitable source. Remember that, wherever possible, the pupil should be encouraged to discover answers themselves. However, if the PDI does need to provide information they must ensure that the pupil completely understands the information given.

Pupils may not always have the confidence to ask direct questions. The PDI should be able to pick up comments or body language that indicates uncertainty or confusion and use suitable techniques to explore possible issues.

Indications that all the elements of competence are in place could include:

- responding openly and readily to queries
- providing helpful answers or directing the pupil to suitable sources of information
- actively checking with pupils if their comments or body language suggest they may have a question
- encouraging the pupil to explore possible solutions for themselves

Indications of lack of competence include:

- refusing to respond to queries
- providing inaccurate information in response to queries
- avoiding the question or denying responsibility for answering it

3.44. Did the trainer maintain an appropriate, non-discriminatory manner throughout the session?

The PDI should maintain an atmosphere in which the pupil feels comfortable to express their opinions. They should create an open, friendly environment for learning, regardless of the pupil's age, gender, sexual orientation, ethnic background, religion, physical abilities or any other relevant factor. This implies active respect for the pupil, their values and what constitutes appropriate behaviour in their culture.

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

Indications that all the elements of competence are in place could include:

- keeping a respectful distance and not invading the pupil's personal space
- asking the pupil how they wish to be addressed
- asking a disabled driver to explain what the PDI needs to know about their condition
- adopting an appropriate position in the car
- using language about other road users that is not derogatory and that does not invite the pupil to collude with any discriminatory attitude

Indications of lack of competence include

- invading somebody's physical space
- touching the pupil, including trying to shake hands, unless it is necessary for safety reasons
- using somebody's first name unless they have said that this is acceptable
- commenting on the pupil's appearance or any other personal attribute unless it has a direct impact on their ability to drive safely, such as wearing shoes that make it difficult for them to operate the vehicle's pedals

3.45. End of the session - was the pupil encouraged to reflect on their own performance?

At the end of the session, the pupil should be encouraged to reflect on their performance and discuss their feelings with the PDI. The PDI should encourage honest self-appraisal and use client-centred techniques to highlight areas that need development if the pupil has not recognised them. Once development areas have been identified the pupil should be encouraged to make them part of future development.

3.46. Review

In most situations, a PDI will maintain their awareness of what is going on around them, give reasonably clear and timely direction and intervene in an appropriate and timely way to ensure that no safety-critical incidents occur. Their instruction may not be brilliant but it

is safe. However, from time to time, situations will arise in which a PDI's actions or instruction are of such poor quality that the examiner may decide that they are putting themselves, the learner or any third party in immediate danger.

Example: The learner is approaching a closed junction. They ask the instructor whether they should stop at the Give Way line. The instructor is completely unable to see down the joining roads but tells the learner to 'go, go, go'.

In these circumstances the examiner would be entitled to stop the lesson and mark it as an immediate Fail.

3.47. Terminated and Failed to Complete Tests

When the test is terminated or not completed because of mechanical failure or circumstances beyond the control of the PDI the test is to be terminated with **no result**. The circumstances of the termination should be noted in the feedback box of the ADI PART 3 S/C form.

NB: Examiners should mark the appropriate code on the daily journal. Examiners should use their interpersonal skills to deal with the situation in a sympathetic fashion.

3.48. Recording results

Results should be recorded on the R Drive on your desktop.

Access ADI/LGV/Admin > ADI Part 3 > Forms and complete a copy of the blank template form. Once completed save as "DTC – Date – Examiner initials" into the results folder.

A separate form will be needed for each day of ADI Part 3 tests. If more than one DTC is involved on the same day, a separate form will be needed for each DTC.

NB: The form is already formatted and must not be changed, e.g. to a different font or size etc.

If for any reason you do not have access to a computer on the day, this process should be completed as soon as possible and must be within 2 days.

If you are unable to input data for an extended period i.e. you do not have access to a computer prior to going on leave, you should telephone Newcastle with the results.

If you realise you need to amend the form and it has been removed from the folder, you should contact the above number immediately.

NB: At no time should a second / updated form relating to tests previously recorded be placed in the folder.

4. The Test of Continued Ability to Instruct (Standards Check)

4.1. Skills, knowledge and understanding required

The Driving Standards Agency (DVSA)¹ published the 'National standard for driver and rider training' (NSDRT) in 2011 setting out the skills, knowledge and understanding that you need to be an effective trainer.

The aim of the standards check is to let you assess the ADI's ability to instruct and whether their instruction helps a person to learn in an effective way. The standards check will be conducted with you observing the ADI delivering a normal lesson.

The ADI is responsible for the standards check lesson. They should make sure they have sound knowledge of the area around their chosen driving test centre (DTC) so they can:

- plan their lesson
- give appropriate directions to their pupil during the standards check

The pupil they bring can be at any level of ability, but cannot be on the ADI register or have passed the ADI part 2 test.

4.2. Invite for standards check

An ADI will normally be invited for a standards check at their local driving test centre (DTC), occasional DTCs' or out-stations are not suitable because of the restrictions they impose. The ADI will get a letter that confirms the time and place of their standards check and explains the test procedure ([Section 4.13 ADI standards check invite](#)).

4.3. Types of standards check lessons

Typical lesson scenarios that you may need to assess fall into the following categories:

- partly trained, inexperienced, learner
- experienced pupil – about ready to take their practical driving test
- new full licence holder
- experienced full licence holder

[Section 4.25](#) sets out the typical lesson scenarios that are allowed for the standards check in more detail.

Classroom-based and 'off-road' lessons are not allowed for the standards check.

4.4. Conducting the standards check

An increasing number of ADIs provide training to the emergency services. This training can include taking advantage of legal exemptions such as exceeding speed limits or not complying with traffic signs.

You should tell the ADI that you cannot accompany the lesson for health and safety reasons if you're told that the proposed lesson plan includes elements which require the

trainee to take advantage of the exemptions. You must stop the standards check if the trainer refuses to change the lesson plan to take out these elements.

4.5. Format of the standards check

You must conduct all standards checks in either English or Welsh. Interpreters for the purpose of translating any other language are not allowed. If an ADI requires a Welsh speaking examiner they should request this on receipt of their invitation letter by emailing standardscheck@dvsa.gov.uk

You will observe the ADI delivering a normal lesson to a pupil for about an hour.

You will assess the ADI's delivery of instruction to their pupil based on the criteria set out in Section 4.31 sample SC1 standards check reporting form and the National standard for driver and rider training.

4.6. ADI preparation for the standards check

The pupil can accompany the ADI to the waiting room at the DTC. If the pupil decides to wait in the car, you should encourage the ADI to introduce the pupil to you in a relaxed way

They should tell their pupil to behave exactly as they would normally. Some find that it helps to put their pupil at ease if they explain:

- that the examiner is there to check the ADI is doing their job
- to make sure that the quality of instruction they get meets the minimum standards

The ADI should prepare a normal lesson, with their pupil, based on the student's learning needs or agreed development strategy.

The theme for the lesson may be one of those listed on the SC1 form, but it may be something else. In that case you should record what the theme was in the 'other' box.

Before the lesson starts, you'll ask the ADI some questions about their pupil.

They should be able to tell you:

- roughly how many hours of tuition their pupil has had
- whether their pupil is getting any other practice, e.g. from parents or others
- their pupil's strengths and areas for development

The ADI can show you the pupil's driver's record (if they have one) before the start of the lesson to help explain their current progress in their agreed training programme.

They must display a valid ADI certificate when they attend their standards check if they're charging the pupil. They don't need to display their certificate if they're not charging the pupil.

You must ask to see the certificate if it's not displayed. You must not continue with the standards check if they can't show you their valid ADI certificate.

You can make notes during the lesson to help you identify locations that may not be familiar to you. You should destroy the notes as soon as possible after the standards check is complete. The only record of the standards check will be the completed report form.

4.7. Other people present

You can be accompanied by a senior examiner to quality assure your assessment. Whenever possible, you will tell the ADI in advance when this is going to happen. If you couldn't tell the ADI before the assessment, 5 minutes will be allowed for the ADI to explain to the pupil what's happening. The lesson can include (if the ADI wishes) driving to the nearest garage or tyre centre to inflate the car's tyres to the recommended pressures for a heavier load.

The ADI can be accompanied by their trainer/mentor, but that person can't take part in the standards check lesson in any way.

If a trainer/mentor intends to accompany the ADI and the standards check is also planned for supervision, the supervising examiner will decide whether or not the supervision goes ahead.

4.8. At the start of the standards check

When the ADI arrives at the test centre, you'll confirm their identity and complete the necessary paperwork.

The standards check requires the ADI to show their competence against all the criteria on the assessment form. You should make sure the ADI understands what they are required to do, for example by asking:

'Do you have any questions about the standards check before we start?'

You'll then ask about the pupil's background and how much experience they've had. For example, you could say:

'Could you tell me how many lessons your pupil has had and what you have been covering recently?'

When you're satisfied that you have the information you need and that the ADI understands what's going to happen, you'll ask them to continue with the lesson, for example by saying:

'Thank you, [insert ADI name,] carry on with this lesson in your normal way. I won't take any part in the lesson and would you plan your lesson to be back here in 1 hour from now.'

At the beginning of a standards check an ADI should, normally, discuss the lesson plan and agree it with the pupil. Where the ADI has had little or no experience of working with the pupil they can suggest an assessment drive before finalising a lesson plan. However, the ADI should make sure enough time is available for development and feedback during the lesson.

The standards check will last for 1 hour and the ADI should allow a minimum of 15 minutes at the end of the lesson for a debrief with the examiner.

4.9. At the end of the standards check

Once the ADI has finished any reflective discussion with their pupil, you'll tell them that the test has finished, for example by saying:

'Thank you [insert ADI name] I now need to complete my paperwork. This will take me about 10 minutes. I'll come and find you and give you some feedback on what I've seen. You're both welcome to wait in the waiting room.'

The examiner should not debrief the ADI with the pupil present. However, the ADI may request that a third-party, such as their mentor, is present for the feedback. It should be noted the third-party may act as an observer but not take part in the discussion.

4.10. Completing the assessment

The assessment is made against 3 broad or 'high' areas of competence:

- lesson planning
- risk management
- teaching and learning strategies

The test marking sheet is at [Section 4.31 sample SC1 standards check reporting form](#).

The three high areas of competence are broken down further into 17 lower level competences and a mark will be given for each of these lower level competences. These marks will be totalled to give an overall mark and they will also provide a profile of the areas where the ADI is strong and where they need to do some more development work.

Marks will be given as follows:

- no evidence of competence = 0
- a few elements of competence demonstrated = 1
- competence demonstrated in most elements = 2
- competence demonstrated in all elements = 3

The key thing to understand is that the lower level competences, on the form, can themselves be broken down into elements. The ADI will have to use a range of skills to ensure each of these elements is in place.

For example, the first lower level competence, in the lesson planning section, is: 'Did the ADI identify the pupil's learning goals and needs?'

To fully satisfy this requirement the ADI must:

- actively recognise the need to understand the pupil's experience and background
- ask suitable questions
- encourage the pupil to talk about their goals, concerns etc. and actively listen to what the pupil has to say
- understand the significance of what they say
- recognise other indications, e.g. body language, that the pupil is trying to express something but perhaps cannot find the right words

These are what we mean by the elements. Another way to express it would be to think of these as the building blocks which go to make up the lower level competence which is being assessed. (For further explanation go to [4.32](#))

Competence standards examples

An ADI who makes no attempt to understand their pupil's needs would be demonstrating no evidence of competence and be marked 0.

An ADI who makes an attempt, asks a few questions, but doesn't really listen and then goes ahead and does what they intended to do regardless, would be demonstrating a few elements of competence and would be marked 1.

An ADI who grasps the importance of understanding the pupil's needs and makes a real effort to do so, but who finds it difficult to frame suitable questions, would be demonstrating competence in most elements and would be marked 2.

Competence development

Another way to look at this is from a developmental point of view. If the examiner gives the ADI a score of 3 - the examiner is effectively saying that this is an area where the ADI does not need to do any further work, apart from continuously reflecting on their performance.

If they give a score of 2 - they are saying that the ADI's performance is acceptable but there are clear areas where they could improve.

If they give a score of 1 - they are saying the ADI's performance is not acceptable and the ADI needs to do a lot more work, even though they give evidence of knowing what they are supposed to be doing.

Consistent marking

It is important that any assessment demonstrates consistency across each area of competence.

The following is an example of inconsistent marking:

- did the trainer identify the pupil's learning goals and needs? = 0
- was the agreed lesson structure tailored to the pupil's experience and ability? = 2 or 3

This is inconsistent because if there has been no meaningful attempt to identify the pupil's learning goals, it is not possible for a lesson structure to be either agreed or appropriate.

An ADI may have knowledge of a pupil's learning goals from earlier lessons. If this becomes clear during the lesson then, logically, it would also be wrong to give a 0 against the first competence. The maximum mark an ADI can gain is 51 and the score achieved will dictate the final grade. (see grading scale in Section 6 sample reporting form and guidance). Whatever their overall marks an ADI will automatically fail if they:

- achieve a score of 7 or less on the Risk Management section
- at any point in the lesson, behave in a way which puts you, the pupil or any third party in immediate danger, so that you have to stop the lesson.

Note: See 3 .06 'Recording Assessment' regarding grades in these circumstances.

You will note the grade the ADI has achieved on the assessment form and give them a copy. You will also offer feedback on the ADI's overall performance, using the profile of the marks you have given them as the basis. No other written report will be made, as performance and development needs are clearly identified on the assessment form.

Detailed guidance on the interpretation of the questions on the test form is set out at 4.32.

4.11. Complaints procedure

If ADIs feel that their standards check wasn't conducted properly they should follow the complaints procedure. However, they can't appeal against your decision. The complaints procedure can be found here <https://www.gov.uk/government/organisations/driver-and-vehicle-standards-agency/about/complaints-procedure>

4.12. ADI cancellation or failure to attend

If an ADI fails to attend (FTA) at the date and time set out in the invite, the examiner's Outlook diary should be marked 'FTA' and the sector FTA register should also be updated.

Where an ADI cancels the standards check, the reason for cancellation should be recorded in the examiner's Outlook diary.

The standards check will be recorded as an FTA unless the ADI provides adequate evidence to justify the cancellation.

In the event of cancellation or FTA, the Standards Check bookings team can tell the Registrar who can consider removing the ADI from the register.

4.13. ADI standards check invitation

XXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX
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PRN - xxxx

Email: Standardscheck@dvs.gov.uk

User ID - xxxxxxxx

Dear XXXXXXXX

Your ADI standards check has been booked for xxx on xx at xx Driving Test centre.

Confirm your attendance

It is important that you confirm your attendance within the next 10 working days. Please email your confirmation to **Standardscheck@dvs.gov.uk** and include your name and PRN.

You will be required to provide evidence to support cancellation of the appointment. The ADI Registrar can consider removing your name from the register if you don't provide this proof, don't confirm your attendance or fail to attend without telling us in advance.

Background

The Road Traffic Act 1988 (as amended) requires ADIs to periodically show that they continue to maintain the minimum standards of instructional ability to remain on the register. The timing of the check is determined by the Registrar.

What to take to your standards check

On the day you'll need to bring:

- your ADI registration certificate, even if you aren't taking money for the lesson
- a pupil (can be a learner or full licence holder, but not another ADI)
- a motor car that is -
 - fitted with rear seat belts (Note if the car has rear head restraints these should be fitted)
 - roadworthy, safe and reliable (Note soft top convertibles are not acceptable)
 - fitted with L plates (or D plates in Wales) if appropriate

Your standards check will not go ahead if you don't bring these with you.

It's your responsibility to know the area around the test centre where the standards check is taking place and we strongly advise that you take some time to familiarise yourself with it.

What happens during the standards check

The standards check will be conducted by an examiner observing you delivering a normal 1 hour driving lesson.

Your examiner will ask you for some background information about your pupil, for example how many lessons they've had, what you've been working on recently or any development needs.

You must demonstrate clearly to the examiner that the needs that you identify have been discussed and agreed with the pupil. The examiner will then tell you to deliver a lesson in exactly the same way as you would normally do.

You'll be assessed against **all** of the competences set out on the standards check form.

When the standards check has ended

At the end of the standards check the examiner will give you:

- feedback about your performance
- a copy of the standards check assessment form

This will help you to understand your strengths or where you might look to develop your competence.

You won't get any extra written reports or follow-up letters.

You can find out more by visiting:

www.gov.uk/adi-standards-check

If due to unforeseen circumstances, DVSA has to cancel your standards check at short notice, you should continue with your lesson as normal.

Yours sincerely.

On behalf of the Registrar

4.14. Management of standards checks

Preparation of documents

Before the ADI arrives you should make sure you have prepared the reporting form for the standards check. You should enter the ADI's details on the form.

If the ADI fails to attend (FTA) or the standards check cannot go ahead because the ADI is late and there is a shortage of time before the next test you should note that failure in your Outlook diary and contact the bookings team with the details as soon as possible.

4.15. Greeting the ADI

When the ADI arrives you should introduce yourself courteously. You should wear your name badge. Please remember that shaking hands is not acceptable to everybody.

You must check the identity of the person who has presented themselves for the check and ask to see their ADI registration certificate (badge). If the pupil they have brought with them is paying for the lesson their ADI certificate (badge) must be displayed. If they are not paying, then the certificate need not be displayed. However, in either case, if the ADI cannot produce their ADI certificate you should not proceed with the standards check.

If the ADI attends without a pupil you should refer them to the requirements in the invitation letter and inform them they will be contacted by DVSA.

It is the ADI's responsibility to make sure the vehicle provided has the correct insurance cover in place. Where there is any doubt about whether insurance is in place the test should not proceed.

If the ADI offers to supply training documents ([such as the reflective log 4.30](#)) you should discuss the content with them but if they do not bring such papers this will not invalidate the standards check.

4.16. Vehicle to be used

The vehicle used for a standards check must meet minimum test requirements and, as far as you are able to tell, be roadworthy and safe. Soft-top convertibles are not acceptable nor are '2+2' vehicles where seating arrangements in the back are inadequate.

L plates (or D plates in Wales) should be fitted if the ADI is teaching a learner. Rear seat belts in working order must be fitted and must be used. If there is the facility for rear head restraints these must be fitted to ensure your safety and suitable insurance must be in place. If you have any doubts about a car's suitability, or if the ADI proposes using a small vehicle which has limited passenger space in the rear, the ADI should notify the standards check booking section. Failure to attend in a suitable car could result in the ADI's removal from the ADI Register. Rules for cars used for driving tests can be found on [GOV.UK](#).

4.17. Risk Management

You should not wilfully place yourself, the ADI or other road users at risk at any time.

4.18. Assessment

Your role is to assess the ADI's competence to deliver effective driving instruction. The 'National standard for driver and rider training' is expressed in terms of learning outcomes and there may be more than one way for an ADI to achieve those outcomes. Of course if an ADI does, or says, something that is clearly wrong it is important that you pick this up, especially where it could lead to a safety issue. However, your overall approach should be focused on recognising achievement and promoting improvement and development - rather than purely identifying faults.

The ADI's task is to provide an effective learning experience for their pupil. An effective learning experience is judged to be one in which the pupil is supported to take as much responsibility as possible for their learning process.

The ADI should, where it is correct and safe to do so, feel free to introduce wider issues from the driving standard into the lesson, such as assessing personal fitness to drive, the use of alcohol or drugs or dealing with aggression. If, for example, a pupil offers an inappropriate comment about the use of alcohol it would be appropriate for the ADI to challenge this. Similarly, it would be appropriate for the ADI to encourage the pupil to think through what might happen, in particular situations, if the conditions were different. For example, after negotiating a particularly difficult junction it might be helpful to discuss how different it would be at night or in bad weather. The important thing to remember here is that the most effective learning takes place when the pupil finds the answers for themselves.

If opportunities arise for discussion of issues between the ADI and the pupil, while on the move, these can be used, but this needs to be tailored to the pupil's ability and should not create distraction. Too many unnecessary instructions from the ADI can both de-motivate the pupil and create a real hazard. Remember it is an offence to use a mobile phone whilst driving because this is known to create a level of risk equivalent to or, in some cases, greater than driving whilst drunk. It cannot, therefore be good practice to constantly bombard the pupil with unnecessary questions.

4.19. Recording assessment

In normal circumstances you should record your assessment, on the assessment form, immediately after the standards check has been completed, taking into account the guidance given above. You should record the main subject of the lesson and what level of experience the pupil is said to have e.g. FLH for a full licence holder.

If at any point during the lesson the ADI behaves in a way which puts you, the pupil or any third party in immediate danger you should stop the lesson. You should put a tick in the appropriate Yes box in the review section and mark the form as a Fail.

If the ADI scores 7 or less in the section marked Risk Management you should put a tick in the appropriate Yes box and mark the form as a Fail. The ADI can still be given a score, determined by the scores they achieve against the other criteria but, in any case, the outcome cannot be assessed as satisfactory.

If you have to stop the lesson and record a Fail, this outcome must be referred to the Registrar. If the ADI scores 7 or less in the section marked risk management, this outcome should be reported to the bookings team for rebooking (see 3.09). The Registrar will monitor these cases.

Assuming you do not have reason to award an automatic fail, the marks given should then be totalled to determine the grade achieved.

At the end of the standards check the Outcome box on the form should be marked with the grade achieved: "A", "B" or Fail.

4.20. Documentation

The top copy of the completed assessment form should be handed to the ADI following the verbal feedback. The second / third copy is for the examiner's records and should be stored in line with guidance provided.

Where a third unsatisfactory standards check takes place the third copy of the report form should be marked 'Third attempt' and posted to:

ADI Decisions Team
Driver & Vehicle Standards Agency
The Axis Building
112 Upper Parliament Street
Nottingham
NG1 6LP

4.21. Giving feedback

When you have finished filling in the assessment form you should inform the ADI the grade they have achieved. If you have assessed them as a Fail they must be told clearly that their instruction is not at an acceptable level. Depending on the reasons for the unsatisfactory assessment the ADI should be told they will need to have a further standards check and the bookings team will contact them.

You can then give more detailed feedback but, if you do this, you must make sure that it relates to the competences against which the ADI has been assessed:

- **lesson planning**
- **risk management**
- **teaching and learning strategies**

The purpose of feedback is to help the ADI understand where they failed to demonstrate full competence and where they need to focus their efforts when undertaking further development. You should not leave the ADI feeling that they have done something wrong but not knowing what it was. They must understand what has led to the grade they have been awarded.

With the new standards check form you will be able to show the ADI the 'profile' of their performance, against the individual competences, very clearly. This should help them to see where they have given a strong performance as well as where they need development. You will not, therefore, need to produce any additional written reports or follow-up letters. However, it is important to remember that it is not part of your role to tell the ADI what they should have done. It is for the ADI to reflect on how to improve their performance.

productive as possible. The booking team allocate slots into your diary and book standards check 8 weeks in advance. You must enter any annual leave / appointments in your Outlook diaries as early as possible to avoid cancellations.

Standards check booking team will select those ADIs who are on the priority list 'P'. However you should monitor who has been booked to ensure efficiency and keep travel and subsistence costs to a minimum.

4.24. Provision of answers by the Operations Directorate

If, during a standards check, an ADI asks you a question which you cannot answer using the sources you normally have available you should seek guidance from your local HEO QA / HEOs with ADI responsibilities. If they cannot answer the question they can refer it to the Operations Directorate. They should set out the precise question the ADI asked and send it to their AOM along with any additional information you think is relevant. Operations Directorate will send you their response and you should include it, in full, in your reply to the ADI.

It is essential that any questions raised by the ADI are answered as quickly as possible. You must work closely with the Operations Directorate and ADI Section to make sure that any advice which the Operations Directorate gives, about driving technique, accurately reflects the views of the Driver & Vehicle Standards Agency.

4.25. Typical lesson scenarios

4.26. The partly trained, inexperienced, learner

Drivers at this stage of their career are likely to want/need experience of a steadily increasing variety of road and traffic conditions to enable them to develop their basic skills. They may have areas where they are uncomfortable or not yet competent, such as complex junctions or roundabouts, heavy or fast moving traffic. They may not have a good understanding of theory, for example, of road-signs and markings.

In this context the key objectives of the 'National standard for driver and rider training' include being able to:

- create a climate that promotes learning (element 6.3.1)
- explain and demonstrate skills and techniques (element 6.3.2)
- transfer the balance of responsibility for their learning process to the learner as soon as they are ready to take it (element 6.3.3)

ADIs should be working to understand where the pupil is having difficulties and how they can help them develop sound basic skills. If the ADI is not making the effort to understand, they are not demonstrating competence. By asking questions or staying silent and listening and watching they are clearly making the effort to understand and demonstrate competence. It doesn't matter if they don't achieve full understanding by the end of the lesson.

In the same way, pupils at this level should not feel they are being patronised or talked-down-to as this will make them unreceptive. They do not all learn in the same way. Consequently there is no single, correct, way to transfer responsibility to them and, in any

case, this is not going to take place instantly. In this context, just as it is unreasonable to expect a pupil to get it right instantly, so it is unreasonable to expect an ADI to transfer responsibility instantly. The key thing that an ADI must demonstrate is that they understand the need to transfer ownership and make the effort to do so.

It is important to understand that, at this level, a pupil will not always 'get it right' as soon as the ADI gives them some direction or coaches them around a problem. They should understand the issue, at least in principle, and what they need to do in theory. They should generally be willing to try to overcome weaknesses, but their efforts may not always be successful. You should not penalise the ADI if they do not immediately 'solve the problem'.

ADIs should use a variety of tools to encourage the pupil to analyse their own performance and to find solutions to problems. The ADI should be supportive and give suitable and technically correct instructions or demonstrations where appropriate. Of course, where a pupil cannot come up with a way forward the ADI should provide suitable input – especially if failure to do so might result in a risk to any party.

4.27. Experienced pupil – about ready to take their practical driving test

At this stage the key objective of the 'National standard for driver and rider training' is to:

- work with the learner to agree when they are ready to undertake formal assessment of driving competence (element 6.3.3)

Evidence suggests that, by this stage, some pupils may:

- be technically skilful
- be able to complete manoeuvres competently
- have experience of driving on a wide range of roads and in a range of conditions

They may be confident and feel that they are at the stage of refining their competence around 'what they need to do to pass the test'. On the other hand they may:

- have already developed bad habits, especially if they have been taught by a relative or friend
- have an inflated opinion of their competence
- have a poor understanding of risk
- have not developed the skills of scanning and planning that will help them to cope when they drive independently
- have not developed the skills of reflection that will help them to be life-long learners

They may not be used to being challenged to analyse and come up with solutions. They could be impatient and resistant to correction if they do demonstrate 'bad habits'. They may well have forgotten a lot of what they learnt when they did their theory test. Responses at this level could vary from enthusiastic acceptance of the information they need, to real resistance to being told things they do not think are relevant.

During their standards check the ADI must demonstrate that they understand the key issues that need to be addressed to try to reduce the numbers of newly qualified drivers who crash in the first 6 months. They should be working to develop a realistic understanding of ability and an enhanced understanding of risk. They should be checking,

developing and reinforcing systematic scanning and planning tools. They should be strongly encouraging reflection.

ADIs should be supportive, not over-instruct and give suitable and technically correct instructions or demonstrations where necessary. However the emphasis is likely to be on the use of tools, such as practical examples, to develop a more joined-up and outward looking approach.

4.28. New full licence holder (FLH)

This FLH pupil has demonstrated 'competence' against those elements of the National Driver Standards (NDS) that we test in the theory and practical tests. Remember, however, that these tests are limited in scope. They do not require the pupil to drive on all classes of roads and they do not test understanding of that part of the NDS which calls on learners to reflect on their competence as they go through their driving career. The ADI's objective, at this stage should be to develop the pupil's competence across the full range of driving environments and to support and reinforce their commitment to life-long learning around driving.

Reasons why an individual might come to an ADI at this stage include:

- wanting to refresh their skills if they haven't driven since they took their test
- moving on to a bigger or technologically different vehicle
- starting to drive for work
- starting a family and wanting to improve their skills
- moving from an urban to a rural environment, or vice versa
- starting to use motorways
- a simple desire to become a better developed driver

This pupil is likely to be enthusiastic and, in theory at least, open to learning if they have chosen to take training. If, on the other hand, they have been told to take it, perhaps by an employer, they might be resentful and resistant. They may well have already lost the disciplines of the mirror-signal-manoevre (MSM) routine and forward planning skills. They may not be used to driving in an 'Eco-Safe' way and may not even understand the term. They may be nervous about increased responsibility and accountability.

During their standards check the key thing that the ADI must demonstrate is that they are able to find out exactly what it is the pupil wants from the lesson and put together a plan to deliver that. They must of course, identify and deal with bad habits that might have been acquired. However, if all they do is go over what the pupil should have learnt prior to their test they are unlikely to reinforce the commitment to life-long learning.

4.29. Experienced full licence holder

At this stage the FLH pupil should be more confident and competent than they were immediately after passing their test. They should have gained experience across all or most of the possible classes of roads, at night and in bad weather. They may already be driving for work and are likely to regard themselves as capable drivers, even though their application of safety routines and forward planning skills may show they are not quite as competent as they think.

Reasons why an individual might come to an ADI at this stage include;

- being required by employers to undertake additional training to keep insurance costs down
- wanting to drive more economically to reduce business costs
- having had an accident or near miss that has shaken their confidence
- returning to driving after a period of ill-health or loss of licence
- recognising that their driving skills are deteriorating through age or ill-health

This FLH may be an overseas driver who has significant experience but, having been in the UK beyond the statutory period, is now required to take the tests to qualify for a UK licence.

Depending on their reasons for undertaking training these pupils could be enthusiastic or very nervous, willing or very resistant. Older pupils may find it harder to learn new skills or to get out of bad habits. They may have developed unsafe habits such as not leaving large enough separation distances and failing to carry out systematic observation routines.

In assessment the key thing is that the ADI must demonstrate they can find out exactly what it is the pupil wants from the lesson and put together a plan to deliver that. They must, of course, spot and deal with bad habits that might have been acquired. However, the lesson must take the pupil forward in their learning. If it does not deliver what the pupil is looking for they will not engage with the learning process.

This is not an exhaustive list of possible scenarios. However, it should give some indication of the sorts of things that should be considered.

4.30. Typical reflective log

Reflecting on today's lesson	
Please consider filling in this reflective log – it's yours to keep and your comments may help you identify where you can make improvements in your performance.	
What went well today?	
What did not go as well today?	
What could I do to improve?	
Notes	

4.31. Sample reporting form and guidance

Standards Check Form SC1



INFORMATION			
Trainer Name	<input type="text"/>	Location	<input type="text"/>
PRN	<input type="text"/>	Date	<input type="text"/> / <input type="text"/> / <input type="text"/>
Valid Certificate	Yes <input type="checkbox"/> No <input type="checkbox"/>	Dual Controls	Yes <input type="checkbox"/> No <input type="checkbox"/>
		Reg No.	<input type="text"/>
		Accompanied?	QA <input type="checkbox"/> Trainer <input type="checkbox"/> Other <input type="checkbox"/>
		Outcome	<input type="text"/>

ASSESSMENT		Competence			
		0	1	2	3
Pupil:	Beginner <input type="checkbox"/> Partly Trained <input type="checkbox"/> Trained <input type="checkbox"/> FLH New <input type="checkbox"/> FLH Experienced <input type="checkbox"/>	No evidence	Demonstrated in a few elements	Demonstrated in most elements	Demonstrated in all elements
Lesson theme:	Junctions <input type="checkbox"/> Town & city driving <input type="checkbox"/> Interacting 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"/>				
Recap a manoeuvre	<input type="checkbox"/> Commentary <input type="checkbox"/> Recap emergency stop <input type="checkbox"/> Other <input type="text"/>				
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		<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?					
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		<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?					
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		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Overall score		<input type="text"/>			

REVIEW		YES	NO
Did the trainer 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"/>
At any point in the lesson, did the trainer 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"/>
Was advice given to seek further development?		<input type="checkbox"/>	<input type="checkbox"/>
Feedback offered to trainer	<input type="text"/>		
Examiner Name	<input type="text"/>	Signature	<input type="text"/>

A 1/2014

The Road Traffic Act 1988 (as amended) states that continued registration as an ADI is subject to the condition that they will undergo a test of “continued ability and fitness to give instruction”, known as a standards check (or check test), as and when required by the Registrar. The standards check allows one of the Agency’s examiners to check that your instruction is up to the required standard, by accompanying you while you conduct a normal lesson.

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 improve your instructional ability.

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 (Teaching people to drive)

ADI Grades

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

Score	Description	Grade
0 - 30	Unsatisfactory performance	FAIL
31 - 42	Sufficient competence demonstrated to permit or retain entry on the Register of Approved Driving instructors	GRADE B
43 - 51	A high overall standard of instruction demonstrated	GRADE A

Note: If you score 7 or less in the Risk Management section the standards check will be deemed substandard and a Fail. Also, if the examiner believes your behaviour is placing you, the pupil or any third party in immediate danger they may stop the lesson and record an immediate Fail.

Appeals

You cannot appeal against the examiner’s decision. You may appeal to a Magistrate’s Court or, in Scotland, the Sheriff’s office, if you consider that your test was not conducted properly.

Before you consider making any appeal you may wish to seek legal advice.

4.32. Interpreting the assessment criteria

4.33. Planning

The purpose of all driver-training is to assess and develop the learner's skill, knowledge and understanding in relation to the contents of the NSDRT. Research indicates that is best achieved by placing the client at the centre of learning process. In this context the assessment criteria should be interpreted as follows.

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

Usually this process will take place at the beginning of a lesson. However, where the ADI and the pupil have been working together for some time prior to the standards check, they may have already laid down the basic structure of the pupil's learning goals. This needs to be taken into account when assessing this element.

If the ADI has not worked with the pupil before it is perfectly OK for the ADI to ask the pupil to undertake a demonstration / assessment drive. This should give the ADI a good idea of the pupil's level of competence and provide a basis for a discussion of the pupil's needs.

It is also important to remember that a better understanding of the pupil's needs may emerge as the lesson progresses. It follows that this criteria cannot be 'ticked-off' at the beginning of the lesson and then forgotten.

As you observe the lesson you should be looking for indications that the elements which go to make up the low-level competence are being demonstrated. In this case the sorts of things that would give you an indication of competence include:

- encouraging the pupil to say what they want from the lesson
- asking questions to ensure understanding
- checking understanding as the lesson progresses
- listening to what the pupil is saying
- taking note of body language

If an ADI encourages the pupil to say what they want, asks questions to check understanding at the beginning and as the lesson progresses, listens to what they are saying and also picks up on body language they are likely to get a 3. If, on the other hand, they do all the listening bits but fail to spot the learner getting very tense and nervous in a particular situation they would probably get a 2. They would have demonstrated their understanding of the need to listen etc. but have not yet developed their ability to spot non-verbal clues. Indications of a lack of competence could include:

- making assumptions about understanding or experience
- failing to note negative or concerned comments or body language that shows discomfort
- undermining the pupil's confidence by continually asking questions clearly beyond the pupil's knowledge or understanding
- pushing the pupil to address issues that they are not happy to talk about, unless there is a clear need, such as an identified risk or a safety critical issue

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

The lesson structure should allow the pupil to progress at a manageable rate; stretching them without overwhelming them. For example, a pupil who is concerned about entering roundabouts should not be asked to tackle a fast-flowing multi-lane, multi-exit junction as their first attempt. Neither should they be restricted to very quiet junctions, unless the ADI identifies a potential risk issue that they want to check out first.

Indications that all the elements of competence are in place could include:

- ensuring the pupil understands what they plan to do and agrees with that plan
- a lesson that reflects the information given by the pupil and the learning goals they want to tackle
- building in opportunities to check the statements made by the pupil before moving to more challenging situations
- checking theoretical understanding

Indications of lack of competence include:

- delivering a pre-planned, standard lesson that doesn't take into account the pupil's expressed needs or concerns
- failing to build in a suitable balance of practice and theory

4.36. Were the practice areas suitable?

The ADI should use an area or route that allows the pupil to practise safely and helps them to achieve their goals. It should provide some stretch and challenge, but without taking the pupil out of their competence zone.

Indications that all the elements of competence are in place could include choosing a practice area / route that provides:

- a range of opportunities to address the agreed learning objectives
- challenges, but is realistic in terms of the pupil's capabilities and confidence

Indications of lack of competence include the ADI taking the pupil into an area that:

- takes the pupil outside of their competence zone - so that they spend all their time 'surviving' and have no space left to look at learning issues
- exposing the pupil to risks they cannot manage

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

The ADI should be willing and able to adapt if the pupil:

- appears to be uncomfortable or unable to deal with, the learning experience that the ADI has set up
- suggests that it is not providing what they were looking for

If the pupil's inability is creating a possible risk situation they must adapt quickly. This might require a few extra questions to clarify what is out of line. It may be that the problem is because of the teaching and learning style being used by the ADI rather than because the overall plan is wrong. Whatever the reason for adapting the plan, the ADI must make sure the pupil understands what they are doing and why.

Indications that all the elements of competence are in place could include:

- comparing the actual performance of the pupil with their claims and clarifying any differences
- responding to any faults or weaknesses that undermine the original plan for the session
- responding to any concerns or issues raised by the pupil
- picking up on non-verbal signs of discomfort or confusion

Indications of lack of competence include:

- persisting with a plan despite the pupil being clearly out of their depth
- persisting with a plan despite the pupil demonstrating faults or weaknesses that should lead to a rethink of the plan
- changing the plan without reason
- failing to explain to the pupil why the plan has been changed

4.38. Risk management

It is vital that all parties in any on-road training situation understand, and are clear about, where the responsibility lies for the safety of themselves, others in the vehicle and other road users.

There are two aspects to the management of risk in any training situation.

At all times the ADI is responsible for their safety, the safety of the pupil and the safety of other road users. In particular circumstances this can extend to taking physical control of the vehicle to manage a safety critical incident. If the ADI fails in this basic responsibility, at any time, they will fail the standards check.

From a training point of view, the ADI is also responsible for developing the pupil's awareness of and ability to manage risk (as the driver, the pupil also has responsibilities). This is the objective that is being assessed in this section.

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

The 'balance of responsibility', between the pupil and the ADI, will inevitably vary in different circumstances. For example, compare the following two scenarios:

- c) A pupil in the very early stages of their training, in a car fitted with dual controls.

In this situation it might be reasonable for an ADI to start a lesson by saying something like:

'At all times I expect you to drive as carefully and responsibly as possible. I will expect you to be aware of other road users and to control the car. However, I do have the ability to take control of the car in an emergency. I will only use these controls when I feel that you are not dealing with the situation yourself. If that happens we will take some time to talk about what happened so that you understand for next time.'

- d) A pupil who has passed their driving test but has asked you to give them some additional training in their own car, which is much bigger and more technically advanced than the one they learnt in.

In this situation an ADI might say something like:

'You have passed your test and I will therefore assume that you are taking full responsibility for our safety. I will be talking to you from time to time but I will try to keep that to a minimum so that I don't distract you. If I am quiet don't worry; that just means I am comfortable with what you are doing. I will, of course, let you know if I see any risk that you appear to have missed.'

However, such opening statements are not all that is involved in meeting this criterion. The ADI should be managing this process throughout the lesson. So, for example, if the pupil makes some sort of mistake carrying out a manoeuvre the ADI should, ideally, find an opportunity to analyse that mistake with the pupil. Having achieved an understanding of what went wrong they might then ask the pupil to try the manoeuvre again. At that point they should provide the pupil with clear information about what is required of them. So, for example, they might say:

'Let's try that manoeuvre again. I won't say anything. Just try to remember what we have just been talking about.'

On the other hand they may want to take back a bit of control and they might say:

'Let's try that again. I will talk you through it this time. Just follow my instructions.'

The ADI should work with the pupil to decide the best way of tackling the problem and that might mean a temporary change in the 'balance of responsibility'. The important thing is that the pupil knows what is expected of them.

Under test conditions there are no circumstances in which an ADI can assume that the issue of risk management has been dealt with. Even if the ADI and the pupil have had discussions about risk before the observed lesson, they must show that they are actively managing the issue for assessment purposes.

Indications that all the elements of competence are in place could include:

- asking the pupil what is meant by risk
- asking the pupil what sorts of issues create risk, such as the use of alcohol or drugs
- explaining clearly what is expected of the pupil and what the pupil can reasonably expect of the ADI
- checking that the pupil understands what is required of them when there is a change of plan or they are asked to repeat an exercise

Indications of lack of competence include:

- failing to address the issue of risk management
- giving incorrect guidance about where responsibility lies for management of risk
- failing to explain how dual controls will be used
- undermining the pupil's commitment to being safe and responsible, e.g. by agreeing with risky attitudes to alcohol use
- asking the pupil to repeat a manoeuvre or carry out a particular exercise without making sure that they understand what role the ADI is going to play

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

'Directions' should be taken to mean any instruction, such as 'turn left at the next junction' or 'try changing gear a little later'. Any input from the ADI must be sufficient, timely and appropriate. It is important that ADIs take account of the ability of their pupils when giving directions. Directions given late, or in a confusing or misleading way, do not allow the pupil to respond and can make weaknesses worse.

Too many unnecessary instructions from the ADI can both de-motivate the pupil and create a real hazard. Remember it is an offence to use a mobile phone whilst driving because this is known to create a level of risk equivalent to or, in some cases, greater than driving whilst drunk. It cannot, therefore be good practice to constantly bombard the pupil with unnecessary questions.

Indications that all the elements of competence are in place could include:

- clear, concise directions
- ensuring the pupil understands what they plan to do and agrees with that plan
- directions given at a suitable time so that the pupil can respond

Indications of lack of competence include:

- giving confused directions
- giving directions too late
- giving unnecessary directions
- failing to recognise when the ADI's input is causing overload or confusion

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

This question lies at the heart of the ADI's professional skill. They should be able to:

- take in the outside world
- observe the actions of the pupil, including comments and body language
- judge whether those actions are suitable in any given situation
- respond accordingly

Any serious lapses in this area are likely to lead to a 0 marking.

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

The overall approach should be client-centred. Remember that there is a fine balance between giving enough input and giving too much.

When stationary it would be expected that inputs and interventions would take the form of a dialogue with the pupil. In the moving-car environment an ADI remaining silent and signalling their confidence in the pupil, through their body language, is just as much a coaching input as asking a stream of questions.

Clearly the most important 'interventions' are those that manage risk in a moving car. We would expect an ADI to point out situations in which a risk or hazard might arise to their pupil. However direct intervention by the ADI, to prevent a situation escalating, may be needed. This criterion is primarily about the ADI's response in those situations.

Indications that all the elements of competence are in place could include:

- intervening in a way that actively supports the pupil's learning process and safety during the session.
- allowing the pupil to deal with situations appropriately
- taking control of situation where the pupil is clearly out of their depth

Indications of lack of competence include:

- ignoring a developing situation and leaving the pupil to flounder
- taking control of a situation the pupil is clearly dealing with appropriately
- constantly intervening when unnecessary
- intervening inappropriately and creating distractions
- undermining the pupil's confidence
- reinforcing the ADI as the person who is in sole control of the lesson

4.43. Was sufficient feedback given to help the pupil understand any potentially safety critical incidents?

If a safety critical, or potentially critical, incident does occur it is vital that the pupil fully understands what happened and how they could have avoided or dealt with it better. Ideally the pupil should be supported to analyse the situation for themselves. However, it may be necessary for the ADI to provide feedback if, for example, the pupil simply did not see a problem. That feedback should be given as soon as is practical after the incident.

Indications that all the elements of competence are in place could include:

- finding a safe place to stop and examine the critical incident
- allowing the pupil time to express any fears or concerns the incident might have caused
- supporting the pupil to reflect clearly about what happened
- providing input to clarify aspects of the incident that the pupil does not understand
- support the pupil to identify strategies for future situations
- providing input where the pupil does not understand what they should do differently
- checking that the pupil feels able to put the strategy in place
- agreeing ways of developing that competence if the pupil feels the need

Indications of lack of competence include:

- failing to examine the incident
- taking too long to address issues generated by an incident
- not allowing the pupil to explore their own understanding
- telling the pupil what the solution is and not checking their understanding
- failing to check the pupil's ability to put in place the agreed strategy

4.44. Teaching and learning strategies

The important thing to remember when considering teaching and learning styles is that it is not just about coaching. It is about client-centred learning. Our judgement should be about whether the ADI can help the pupil to learn in an active way. Also, remember instruction based around the core competences used currently is pretty good. We must not throw that away. We are trying to increase the options available to an ADI. Coaching is a powerful extension of the range of options. It is not an automatic replacement for any of the existing ones.

There will be many times when it is useful to use a coaching technique. The principle that underpins coaching is that an engaged pupil is likely to achieve a higher level of understanding and that self-directed solutions will seem far more relevant. This applies in every situation, including instruction. Direct instruction is useful in helping a pupil in the early stages cope with new situations or supporting a pupil who is clearly struggling in a certain situation. Good coaching will use the correct technique at the correct time, matching the pupil's needs. In some cases the ADI may need to give direct instruction through a particularly difficult situation. That instruction forms part of a coaching process if the ADI then encourages the pupil to analyse the problem and take responsibility for learning from it. A good ADI will take every opportunity to reinforce learning.

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

The ADI should take into account all that they understand about the pupil. They should recognise that different pupils will have different preferred approaches to learning, although these may only emerge fully over a number of lessons. Some pupils may be very willing to learn actively and others may want opportunities to reflect before they make the next step in their learning. The ADI should at least be able to give evidence of their sensitivity to these issues. In a one-off session this will probably be best demonstrated by offering a range of options. The ADI should be able to adjust their approach if evidence emerges of a different preferred style.

It is impossible to force learning on a pupil. Progress is always determined by what the pupil is comfortable with. The skill is recognising when the pupil stops learning. The pace of a session should be set by the pupil. On the other hand a pupil should not be talked out of experimenting, if this is within safe bounds.

When coaching, the ADI should ensure that the tools used are suitable. If a question and answer technique is used this should match the pupil's level of ability and encourage them to use a higher level of thinking to give a response. Asking closed questions of a pupil who

is demonstrating a high level of ability, unless this is to check knowledge, is of little use. Asking open questions to a pupil of limited ability who is finding it difficult to achieve the task they have set for themselves may be very confusing. These are not hard and fast rules. The effectiveness of any question has to be assessed given the circumstances at the time.

Indications that all the elements of competence are in place could include:

- actively working to understand how they can best support the pupil's learning process (they might not achieve a full understanding in the session – it is the attempt that demonstrates competence)
- modifying teaching style when or if they realise there is a need to do so
- providing accurate and technically correct demonstration, instruction or information - giving technically incorrect instruction or information is an automatic fail if that input might lead to a safety critical situation
- using practical examples and other similar tools to provide different ways of looking at a particular subject
- linking learning in theory to learning in practice
- encouraging and helping the pupil to take ownership of the learning process
- responding to faults in a timely manner
- providing enough uninterrupted time to practice new skills
- providing the pupil with clear guidance about how they might practice outside the session

Indications of lack of competence include:

- adopting a teaching style clearly at odds with the pupil's learning style
- failing to check with the pupil whether the approach they are taking is acceptable
- failing to explore other ways of addressing a particular learning point
- concentrating on delivering teaching tools rather than looking for learning outcomes
- ignoring safety issues

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

A key part of the client-centred approach is development of active problem solving in the pupil. This means that the ADI has to provide time for this to happen and has to stop talking for long enough for the pupil to do the work. The key thing to remember, however, is that different pupils will respond to this invitation in different ways. Some may be able to do it instantly, in a discussion. Others may need to go away and reflect upon a particular problem. They may need to be pointed at readings or other inputs to help them get a handle on the issue. Pushing a pupil to come up with answers on the spot may be unproductive for some.

Indications that all the elements of competence are in place could include:

- providing time, in a suitable location, to explore any problems or issues that arose during the lesson or that were raised by the pupil
- providing timely opportunities for analysis; promptly in the case of risk critical incidents

- taking time and using suitable techniques to understand any problems the pupil had with understanding an issue
- suggesting suitable strategies to help the pupil develop their understanding, such as using practical examples or pointing them at further reading
- giving clear and accurate information to fill gaps in the pupil's knowledge or understanding
- leaving the pupil feeling that they had responsibility for their learning in the situation

Indications of lack of competence include:

- leaving the pupil feeling that the ADI was in control of the teaching process
- failing to explore alternative ways of addressing a problem – in response to evidence of different learning preferences
- providing unsuitable or incorrect inputs

4.47. Were opportunities and examples used to clarify learning outcomes?

While training in technique is core to the learning process it is important to reinforce this input and to link it with theory. The best way to do this is to use real-world situations during the lesson. The use of practical examples and scenarios on a lesson gives the pupil a better understanding of when, how and why to use a particular technique. This can be done, for example, by asking the pupil to think about why mirrors are important when changing direction.

Indications that all the elements of competence are in place could include:

- using examples identified on a lesson in a suitable way and at a suitable time to confirm or reinforce understanding
- exploring different ways to use examples to respond to differences in preferred learning style
- using examples that are within the pupil's range of experience and ability to understand
- recognising that some pupils will be able to respond instantly while others will want to think about the issue

Indications of lack of competence include:

- using examples the pupil cannot really understand through lack of experience
- using complex examples that the pupil doesn't have the ability to respond to
- failing to give the pupil time to think through the issues and come to their own conclusion
- imposing an interpretation

4.48. Was the technical information given comprehensive, appropriate and accurate?

As noted above giving incorrect or insufficient information, with the result that a safety critical situation might occur, will result in an automatic fail.

Remember that good information is:

- accurate
- relevant
- timely

Failure to meet any one of these criteria makes the others redundant.

Most sessions will require some technical input from the ADI to help the pupil solve problems or to fill a gap in their knowledge. This input must be accurate and appropriate.

Information given must be comprehensive when associated with a recurring weakness in the pupil's driving. Simply telling the pupil that they have done something wrong is unlikely to help them overcome the problem.

Any practical demonstration of technique must be clear and suitable. The pupil should be engaged and given the opportunity to explore their understanding of what they are being shown.

Information given unnecessarily may not be helpful, for example continually telling the pupil what to do and not allowing the pupil an opportunity to take responsibility. Unclear or misleading advice should also be avoided. Comments such as 'you're a bit close to these parked cars' could be used to introduce coaching on a weakness but are of little use on their own as they are unclear. How close is 'a bit' and is it significant?

Indications that all the elements of competence are in place could include:

- giving clear, timely and technically accurate demonstrations or explanations
- checking understanding and, if necessary, repeating the demonstration or explanation
- finding a different way to demonstrate or explain if the pupil still does not understand

Indications of lack of competence include:

- providing inaccurate or unclear information, too late or too early in the learning process
- failing to check understanding
- failing to explore alternative ways of presenting information where the pupil does not understand the first offering

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

Feedback is an essential part of learning but the process must be balanced. A pupil needs to have a clear picture of how they are doing, against their learning objectives, throughout the lesson. They should be encouraged when performing well and coached when a problem or learning opportunity occurs. However, a constant stream of words, however technically accurate, given at an unsuitable time may be de-motivating or actually dangerous. Sitting quietly and saying nothing can also be a very powerful form of feedback in some situations.

All feedback should be relevant, positive and honest. It is not helpful if the pupil is given unrealistic feedback which creates a false sense of their own ability. Where possible, feedback should not be negative. Rather than saying somebody has a weakness, consider expressing it as a learning opportunity. However, if they need to be told something is wrong or dangerous there is no point in waffling. The pupil should have a realistic sense of their own performance.

Feedback is a two-way street. It should, ideally, be prompted by the pupil with the ADI responding to the pupil's questions or comments. The pupil's feedback should never be overlooked or disregarded.

Indications that all the elements of competence are in place could include:

- providing feedback in response to questions from the pupil
- seeking appropriate opportunities to provide feedback that reinforces understanding or confirms achievement of learning objectives
- providing feedback about failure to achieve learning objectives that helps the pupil achieve an understanding of what they need to do to improve
- providing feedback that the pupil can understand
- providing consistent feedback that is reinforced by body language

Indications of lack of competence include:

- providing feedback a long time after an incident so that the pupil cannot link the feedback to what happened
- providing feedback that overlooks a safety critical incident
- continuously providing feedback when this may be distracting the pupil
- failing to check the pupil's understanding of feedback
- providing feedback that is irrelevant to the pupil's learning objectives, for example commenting on their personal appearance
- refusing to hear reasonable feedback about the ADI's own performance

4.50. Were the pupil's queries followed up and answered?

Direct questions or queries from the pupil should be dealt with as soon as possible. The response may involve providing information or directing the pupil to a suitable source. Remember that, wherever possible, the pupil should be encouraged to discover answers themselves. However, if the ADI does need to provide information they must ensure that the pupil completely understands the information given.

Pupils may not always have the confidence to ask direct questions. The ADI should be able to pick up comments or body language that indicates uncertainty or confusion and use suitable techniques to explore possible issues.

Indications that all the elements of competence are in place could include:

- responding openly and readily to queries
- providing helpful answers or directing the pupil to suitable sources of information
- actively checking with pupils if their comments or body language suggest they may have a question

- encouraging the pupil to explore possible solutions for themselves

Indications of lack of competence include:

- refusing to respond to queries
- providing inaccurate information in response to queries
- avoiding the question or denying responsibility for answering it

4.51. Did the trainer maintain an appropriate, non-discriminatory manner throughout the session?

The ADI should maintain an atmosphere in which the pupil feels comfortable to express their opinions. They should create an open, friendly environment for learning, regardless of the pupil's age, gender, sexual orientation, ethnic background, religion, physical abilities or any other irrelevant factor. This implies active respect for the pupil, their values and what constitutes appropriate behaviour in their culture.

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

Indications that all the elements of competence are in place could include:

- keeping a respectful distance and not invading the pupil's personal space
- asking the pupil how they wish to be addressed
- asking a disabled driver to explain what the ADI needs to know about their condition
- adopting an appropriate position in the car
- using language about other road users that is not derogatory and that does not invite the pupil to collude with any discriminatory attitude

Indications of lack of competence include

- invading somebody's physical space
- touching the pupil, including trying to shake hands, unless it is necessary for safety reasons
- using somebody's first name unless they have said that this is acceptable
- commenting on the pupil's appearance or any other personal attribute unless it has a direct impact on their ability to drive safely, such as wearing shoes that make it difficult for them to operate the vehicle's pedals

4.52. End of the session - was the pupil encouraged to reflect on their own performance?

At the end of the session the pupil should be encouraged to reflect on their performance and discuss their feelings with the ADI. The ADI should encourage honest self-appraisal and use client-centred techniques to highlight areas that need development if the pupil has not recognised them. Once development areas have been identified the pupil should be encouraged to make them part of future development.

4.53. Review

In most situations an ADI will maintain their awareness of what is going on around them, give reasonably clear and timely direction and intervene in an appropriate and timely way

to ensure that no safety-critical incidents occur. Their instruction may not be brilliant but it is safe. However, from time to time, situations will arise in which an ADI's actions or instruction are of such poor quality that the examiner may decide that they are putting themselves, the learner or any third party in immediate danger.

Example: The learner is approaching a closed junction. They ask the instructor whether they should stop at the Give Way line. The instructor is completely unable to see down the joining roads but tells the learner to 'go, go, go'.

In these circumstances the examiner would be entitled to stop the lesson and mark it as an immediate Fail.

4.54. Fleet Registered ADI's

An ADI who is registered as a fleet trainer **must** have a Standards Check in order to retain their fleet registration. The Standards Check will follow the format described in the paragraphs above.

4.55. Provision of Answers by Standards and Regulations Branch

If exceptionally an instructor asks a question which cannot be answered by reference to one of the sources listed above, the examiner should seek guidance in the first instance from the local HEO QA / HEOs with ADI responsibilities. The HEO QA / HEOs with ADI responsibilities may contact Operations Directorate by setting out the precise question in minute form and sending it to their AOM. Additional relevant information, which the examiner considers would be helpful, should be included, but shown separately from the ADI's question. When the layout of a road junction, etc., has a bearing on the question, a drawing showing as much detail as possible of the road markings, signs etc. would be helpful. It should indicate whether or not drawn to scale.

Operations Directorate will consult other branches if necessary and will send a paragraph to the examiner concerned, who should include it in full in a letter of reply to the instructor. This consultative process, which will be undertaken as quickly as possible, is essential if the Agency is to be protected from subsequent embarrassment. In particular, Operations Directorate and Instructor Services and Registration Team work closely together, and examiners can be sure that advice emanating from Operations Directorate about the matter of driving technique will accurately reflect the views of the Driving Standards

5. The Purpose and Use of Computer Records

5.1. Introduction

The integrated register of all driver trainers is updated by the Instructor Services and Registration Team (formally ADI section) on a regular basis to ensure those ADI's are seen in order of priority.

5.2. Expiry Date

An ADI / fleet registration is valid for four years. Examiners need to be aware of the expiry date when Standards Checks have been arranged to ensure that the ADI has a current certificate. It is sometimes necessary to notify the ADI section when a registration has lapsed so that the removal proceedings can begin.

6. The Official Register of Driving Instructor Training (ORDIT)

6.1. Background

This is a voluntary scheme which DVSA administers. Part of DVSA's role is to carry out inspections for those wishing to join ORDIT and conduct periodic inspections for those already on the ORDIT Register.

6.2. Objectives

The aim of the ORDIT scheme is to ensure ORDIT training establishments and tutors provide minimum, acceptable standards before being admitted to the ORDIT Register.

The DVSA and the members of ORDIT aim to provide good quality training by qualified trainers, from premises that are ORDIT inspected and meet satisfactory standards. ORDIT registered training establishments all agree to abide by the terms and conditions of ORDIT.

Any training establishment or ADI tutor wishing to be included on the ORDIT register should in the first instance contact the following address for an information pack about the requirements for ORDIT membership:

The Driver & Vehicle Standards Agency
The Axis Building
ORDIT Section
Upper Parliament Street
Nottingham. NG1 6LP
Tele 0115 936 6666

Email: ordit@dsa.gsi.gov.uk

6.3. ORDIT Inspections

After an application has been received by the ORDIT section and the appropriate fee paid, a journal will be generated and emailed to the appropriate HEO QA / HEOs with ADI responsibilities inspector who will be conducting the inspection.

The inspector will act on the information provided about what type of inspection is required i.e. premises, part 1 (theory / hazard perception training), assessment of coaching ability for driving, or assessment of coaching ability for instructional techniques.

The inspector will contact the principle / tutor and arrange a mutually convenient time for the inspection. The time taken for a premises and / or practical inspection is normally about the same as a Standards Check. Travelling time will also be considered when booking appointments.

6.4. Inspection

There are specific forms for ORDIT inspections, they are:

Training Premises Inspection

Consists of two copies. White copy to be retained and the yellow copy to the establishment.

Tutor Assessment Report. Driver Development

Consists of three copies. White copy to be retained by the inspector. Pink copy to the tutor and yellow copy to the establishment.

Tutor Assessment Report Instructional Development

Consists of three copies. White copy to be retained. Pink copy to the tutor named and yellow copy to the establishment.

The assessment forms are self-explanatory and provide a check list of what has been seen and the inspector's assessment.

The inspector will inform the establishment / tutor what the inspection will consist of and how long it will last. Preliminaries will be similar to those of a normal Standards Check i.e. details of the student / what has already been covered? What is the lesson plan? Etc.

6.5. Training Records

Regardless of the type of inspection, the inspector will ask to see the student(s) training record(s). Not keeping student records is unacceptable. It is important that tutors record each training session. There is no laid down format, these can be either paper or electronic format. Records should record the student's strengths and weaknesses and any other relevant information and the student should receive a copy. If paper records are used students should be asked to sign their record and retain a copy.

6.6. Assessment of Practical Session

ORDIT inspectors assess the quality of training. The inspector will assess the whole training session and will not focus on just one aspect. The inspector will assess:

- the training course follows a structured approach and students' progress is documented
- the training session meets the needs of the student
- the tutor is confident and has demonstrated good interpersonal skills
- the tutor has a sound knowledge of the subject
- training aids used were relevant
- fault simulation (is realistic and pitched at an appropriate level?)
- use of appropriate Q and A

6.7. Post ORDIT Inspection

The appropriate assessment sheet will be completed. There is no overall grade awarded. The training will be assessed as "satisfactory" or "not satisfactory".

If the session is assessed as "satisfactory" the appropriate box on the assessment form will be annotated with an oblique stroke – the same applies if the session was assessed as "unsatisfactory". No written report is completed when a training session is assessed as "satisfactory".

If the session is assessed as “unsatisfactory” a written report detailing the reasons the session was assessed as “unsatisfactory” will be completed on the reverse of the inspector’s white copy and will be retained by the inspector for two years.

Any unusual circumstances will be mentioned in the report - if these are a serious nature a copy will be forwarded to the ORDIT section.

The inspector will give a post inspection de-brief. This will be a general overview of the training session and will normally be given in private; however a third party may listen in providing the tutor has given permission.

T & S / Claims

Any claims dispersed against ORDIT inspections should be made against the cost code reference - 305360

7. Fleet Driver Training

7.1. Introduction

ADI’s have two routes for qualifying to be entered onto the fleet register. They can qualify via an accredited organisation or by the DVSA route.

Qualification via the DVSA route will depend on passing a three-part entrance examination that follows a similar format to the Register of Approved Driving Instructors (car).

Only Approved Driving Instructors (ADI’s) currently registered with the DVSA may apply.

7.2. Entry Examination Content

The examination consists of a:

1. multiple choice theory test paper
2. practical test of driving ability
3. practical test of instructional / coaching ability.

All three parts of the exam must be taken in the above order and passed within a one-year period. The one-year period starts from the date of the first attempt at the theory test. A candidate not being able to complete the process within that time must start again from the beginning and pass each part to qualify to join the Register.

There is a maximum of three attempts at each part of the entrance examinations. Should a candidate be unsuccessful on the third attempt at any stage they must wait until the end of the one-year period before being eligible to start the qualifying process again. Another application form and fee for the theory test will need to be submitted to the Fleet Register Section before starting again.

7.3. About the Theory Test (Written Examination)

At present this is a paper test and is conducted at the local HEOs, HEO QA / HEOs with ADI responsibilities office. It consists of 100 questions with a choice of four answers per question. The questions are on the following topic areas and grouped into 4 bands:-

Band 1 - Driving practices and procedures / road and traffic signs / motorway driving

Band 2 - Driver attitude / driver and the law / environmental issues

Band 3 - Vehicle dynamics and handling / accident procedures

Band 4 - Instructional coaching techniques / hazard perception

If a candidate enquires about the pass mark they should be told the overall pass mark for the theory test is 85%. However, they must reach a minimum mark of 80% in each of the four main topic areas. It is therefore possible to attain an overall mark of 85% or higher but still fail the test because they have not gained the minimum of 80% in any one or more of the four bands.

7.4. Written Part of the Qualifying Examination

These notes deal with the procedure for arranging and conducting the written part of the qualifying examination.

An appointment for the theory test is made by the booking clerk in the Fleet Register Section at DVSA HQ on receipt of the appropriate form and fee. The venue, date and time is normally arranged and agreed with the examiner who will conduct the examination at one of the listed centres. Prior to the appointed day the examiner will receive the correct number of question papers and answer sheets along with all relevant details for the number of applicants sitting the examination.

7.5. Preliminary Arrangements on the Day

Check the adequacy of seating and desk arrangements and ensure road safety posters and other aids are cleared from view. Ensure there is adequate heating or ventilation as appropriate. DVSA operates a no smoking policy which applies in this instance. Examiners should take every precaution to ensure that no candidate receives improper assistance from books, papers or from other candidates. All telephones and mobile phone should be either switched off or put on divert. A notice must be placed on the door stating '**examination in progress**'.

7.6. Checks on Arrival

Carry out the normal identity checks on arrival. Ask to see their letter of appointment and photo card licence. Old style paper licence accompanied by a valid passport or ADI certificate, **No identity no test.**

7.7. Duration of the Examination

The candidate is allowed 90 minutes to complete the examination. Time needed to distribute and collect paper work etc should not be included in that time. The actual time of setting the paper should be recorded. If no clock is available inform the candidates at intervals during the examination of the exact time remaining.

If a candidate finishes before the 90 minutes duration, they can leave earlier.

7.8. Announcements to Candidates

All announcements should be clear and brief so as to leave no doubt in the candidate's mind as to how the examination is to be conducted and what they have to do.

They should be informed that they should use the pencil provided and record their responses on the answer sheet and not in the question booklet.

Candidate's should complete the first page of fleet 001 by entering their name; first names; booking reference number; driver licence number; date; time and test centre then sign the candidate's signature box before the start of the examination.

7.9. Completion of Examination

At the end of the examination all question booklets and answer sheets should be collected. Candidates are not permitted to take the question books away. The examination result will not be able to be announced immediately after the completion of the paper. A copy should be taken of all candidates' answer sheets before they are forwarded to DVSA Fleet Register Section for marking. These copies should be kept in a secure place in the examiner home office or the HEO QA or HEOs with ADI responsibilities office as a backup should the originals become damaged or lost for some reason. The envelope to DVSA Headquarters should be marked private and confidential. Fleet Section will mark the papers, which will be verified by an AOM in Operations Directorate. After marking, the result will be confirmed in writing and posted to the candidate's address. Information on how to proceed with the next part of the qualification process i.e. how to apply for the test of driving ability if successful, or how to apply to re-take the theory test if unsuccessful will also be enclosed. Copies should be kept for one year and then shredded as confidential waste.

7.10. The Practical Driving Test

These notes deal with the procedure for arranging and conducting the practical part of the qualifying examination comprising tests of eyesight, driving technique and instructional / coaching ability. A candidate must pass tests one and two before taking test three.

7.11. Arranging Appointments for Practical Tests

An appointment for a practical test is made by the booking clerk in the Fleet Register Section at DVSA HQ on receipt of the appropriate form and fee. The practical tests of driving and instructional / coaching ability may be taken in a variety of ways. The options are:

- **Singular:** Where the fee for each test is sent individually (bearing in mind the qualification period).
- **Consecutive:** Where the fees for both the driving ability and the test of instructional coaching ability are sent and the tests are booked to take place straight after each other. It should be noted that if the candidate fails the driving ability, the instructional coaching ability will not proceed and that fee will be forfeit. It will not be possible for the candidate to use the instructional ability period to retake the test of driving ability.
- **Progressive:** Where the fees for both the driving ability and the test of instructional coaching ability are sent, but the tests are booked to take place with an interval of at

least one day. This option enables the candidate to re-attempt the driving ability in place of the reserved test of instructional coaching ability if unsuccessful at the previous attempt.

A journal is raised for the day's work, which records the examiner's name, location and examination date. Details of the candidate should include the name, personal reference number, the date when the written exam was successfully completed, and the type of test to be conducted. For test two the code DT will be used, and the number of previous attempts recorded. For test three the code IT will be shown along with the number of previous attempts. The booking clerk will notify the candidate of the appointment using the appropriate appointment letter.

Examiners should be in regular contact with the Fleet Register Booking Centre (DVSA / HQ) to ensure that sufficient resource is available to meet demand for practical tests.

The booking clerk must ensure that no appointment is made for a date that is more than one year after the candidate's first attempt at the written part (except where the application was received before the expiry of the one year period) and also that no more than two previous attempts at the test have been made during the current one year period. Should the examiner become aware that these procedures have not been followed, he should contact the Fleet Register section / DVSA as soon as possible.

7.12. Condition of Vehicle - Test two

The candidate is required to provide a suitable category B vehicle. The vehicle properly taxed and insured (in the case of a car, it must be a saloon car or hatchback / estate - not a convertible), which is roadworthy and fulfils all legal requirements. It must be suitable for the test meeting the minimum test vehicle requirement for the statutory driving test.

- It must be capable of the normal performance of vehicles of its type, and un-laden.
- The vehicle must have right hand steering, a driver's seat, a readily adjustable front passenger seat, a head restraint for a forward facing passenger, fully functioning seat belts and an additional rear view mirror on the passenger side for use by the examiner
- 'L' plates should not be displayed on the vehicle. (Should a vehicle be presented with 'L' plates the examiner should suggest that they are covered and assist if necessary).

Please remember DVSA's aim is to conduct the test where ever practicable.

If the vehicle provided does not comply with the above requirements or with any legal requirement relating to the use of vehicles on the road, the examiner should explain to the candidate that he will not be able to conduct the test and should report the circumstances to Fleet Register Branch on an ADI 22 the same day. Candidates who protest should be listened to with some show of sympathy and told to forward their objections to Fleet Register Manager. Undue discussion must be avoided. Although a vehicle used for the test may initially appear to be satisfactory, it may become apparent at a later stage that it is not in proper condition as to the operation of the controls, or in other ways.

In this event the examiner should explain the situation (on the lines already indicated) and terminate the test. The DL25 (Driving Test Report) will need to be annotated with

appropriate code 15 by using an oblique stroke /. Upon completion of the test the DL25A/B should be retained in the HEO QA / HEOs with ADI responsibilities office for one year.

DL25C/D should be given to the candidate as normal. Any enquiry about loss of fee should be referred to Fleet Register Manager and an email sent to @DriverTrainingRegistration (ADI) with details or reasons why the test was not completed.

7.13. Preparation of Documents for the Driving Ability Test

- before the time of the appointment the examiner should prepare a form DL25 as normal. All entries should be in print and clearly written
- before the test, enter the candidate's details. Insert the candidate's title, i.e. Mr, Mrs, Miss, Ms or other title, followed by all known initials and then the surname, within the boxed area on the DL25B only
- in the appropriate boxes insert the numerical part of the driver number (middle 6 numbers) followed by the date and time of test
- complete the DTC code / authority box and staff reference number
- examiner name to be printed within the examiner box on DL25 B and C only
- insert the category of vehicle 'FLT' along with code "15" for fleet driving ability tests
- examiners conducting practical tests at a centre other than their permanent centre will need to be recorded as a "visitor"
- vehicle. Later (when known) insert the registration number
- dual controls as appropriate.

NB: Full details on completion of the DL25 can be found in the [DT1](#).

7.14. Reception and Identity Check

This should follow the format similar for the ADI driving ability test with self-introduction and handshake. The candidate will be required to produce their photo card driving licence or an old style licence and a valid passport or ADI certificate before the test commences.

7.15. Duration of the Practical Test

The practical test of driving ability should take approximately one hour.

7.16. Instructions to Candidates and Standard Wordings

The candidate should be offered an overview of the content of the test. The suggested content for the introduction should be covered on similar lines to:-

"The test will last approximately 60 minutes. We will be driving on various types of roads and traffic conditions. The test will include one reversing exercise selected by myself. You will also be required to demonstrate a talk through commentary lasting approximately ten minutes".

"Continue on the road ahead unless traffic signs or road markings direct you otherwise. If I wish you to turn right or left I will tell you in good time. . I will ask you to drive independently for a short time but before this section I will pull you up and give you

instructions. Drive as you would do normally but remember a high standard of competence is expected”.

Refer to and use general guidance and instructions as for the ADI (car) test to suit as applicable.

7.17. Eyesight Test - Test One Requirements of the Test

A fleet register candidate is required to meet the same eyesight criteria as per the ADI part two exam. 27.5 metres is the minimum distance. Refer to ADI 1 chapter 2.6 for further guidance.

7.18. Driving Technique -Test Two - Requirements of the Test

Candidates are required to satisfy the examiner that they are skilled, safe and consistent drivers, and the result of the test will depend solely upon their driving performance under test conditions. The route over which the test will be conducted will be demanding. The test is of an advanced nature and a very high standard of competence is required. Candidates must show that they have a thorough knowledge of the principles of good driving and road safety, and that they can apply them in practice. They must have excellent hazard perception and planning skills and will be required to demonstrate their ability to give a descriptive talk-through commentary whilst driving, for a period of not less than ten minutes.

Candidates must satisfy the examiner that they are able to deal safely with any of the following subjects:

1. The ability to move off smoothly both uphill and downhill, in addition to moving off normally ahead and at an angle,
2. The ability to:
 - meet other vehicles
 - overtake
 - cross the path of other vehicles
 - keep a safe separation distance
 - negotiate various types of roundabouts
 - exercise correct lane discipline
3. Display courtesy and consideration to other road users, especially:
 - pedestrians
 - riders on horseback
 - cyclists
 - motorcyclists
4. Apply correct procedures at:
 - pedestrian crossings
 - level crossings (both railway and tramway, where appropriate)
 - traffic signals
 - road junctions
 Demonstrate:

- effective use of all mirrors
- correct use of all signals
- alertness and anticipation
- observance of speed limits
- vehicle sympathy
- A controlled stop (prior to the angle start)
- A short commentary lasting approx ten minutes.

Note: Spare box 29 is to be annotated 'commentary'.

5. The candidate will be asked to carry out one reversing exercise selected at random by the examiner.

There will not be an emergency stop exercise.

'Eco-safe driving' is assessed holistically and marked at the end of the test.

7.19. Report Form DL25A and B

Examiners will use form DL25 for the purpose of recording faults in test two. It is essential that the **actual form used on the test** be filed with the other relevant documents.

The report form should be completed on similar guidelines as covered in the ADI 1 - Chapter 2.40, however only one reverse exercise will be recorded as per fleet driving ability examination criteria.

Faults will be marked in the same way as for all practical tests as per details in ADI 1 chapter 2.42.

The number of driving faults recorded against an individual subject aspect should be totalled in the appropriate box against that aspect. The total number of faults recorded throughout the test should be entered in the total faults box located in the bottom right area of the DL25.

The reverse of the form DL25B should be completed as per the relevant guidance notes in ADI 1 - 2.40.

7.20. Fault Marking on DL25

As per an ADI part two driving ability test.

7.21. Assessment and Recording of Faults

Faults should be assessed as they occur in the course of the test and recorded at the earliest, safe opportunity. Faults should be recorded on the DL25 using the same guidelines as per the ADI 1 for part two tests.

7.22. Driving Fault

A driving fault of this type, which is considered **worthy** of being marked, should be recorded by means of an oblique stroke (/) on the left side of the appropriate panel on the front of the DL25, level with the item to which it refers.

Repetition of the same driving fault should be recorded by means of a second oblique stroke (to the right of the first).

Further repetition of the same driving faults should be recorded as additional oblique strokes. A persistent repetition of a driving fault, showing a pattern in the candidate's driving, **may** be regarded as serious.

7.23. Serious Fault

Should be recorded by means of an oblique stroke (/) under the S column against the item to which it refers.

7.24. Dangerous Faults

That involve actual danger should be recorded by means of an oblique stroke (/) under the D column against the item to which it refers.

The [DT1](#) gives clear guidance to examiners on the procedure to be followed in the event of dangerous driving by the candidate. Should a candidate's driving be so dangerous as to pose a danger to the public or the occupants of the vehicle, the test should be terminated and the same procedures given in the [DT1](#) should be followed.

7.25. Marking Standard

A pass should be recorded when a candidate incurs not more than four driving faults, which do not include a serious or dangerous fault.

A failure should be recorded against a candidate who incurs five or more driving faults, or a serious fault; or a dangerous fault.

DL25B

If any unusual circumstance occurs during the test a note on the DL25 should be completed. Details should be forwarded at the end of the day to your HEO QA / HEOs with ADI responsibilities / AOM with a copy to the fleet booking manager.

Weather Conditions

Recorded by an oblique stroke (/) against the appropriate description. Should the description not reflect the weather etc. mark box 11 and insert an accurate description to suit.

7.26. Candidate

The examiner should give a brief description of the candidate, in such terms as to recall the latter to mind should the need arise later. This information should concentrate on points such as irregularity of features, colour of hair, distinguishing marks such as freckles, etc. Description of clothing worn is of little use in the case of suspected impersonation. A typical description would thus be: "age about 30 years, approx. 5'10" tall, long narrow nose, small scar just below left eye". The description, though brief, should be sufficient for an investigating officer to be reasonably certain that the person who took the test was either genuine or not. The reference to age should be your assessment following similar guidelines as per ADI 1 Part two tests.

The type of licence / identity produced should be recorded using the appropriate code.

7.27. Driver Identification Code

Insert the code to describe the identification provided.

PC	-	Photo card driving licence
PP	-	Passport
PL	-	Paper licence.

7.28. Remarks

The `remarks' space should be used to record details of performance, for example: -

- Any unusual driving fault or habit.
- The amplification, where necessary, of any fault already recorded in a panel on the front of the form.
- Any unusual behaviour or comment by a candidate during test two.
- The names of any third party present during the conduct of the test or de-brief.
- Any other special feature of the test. Plain language **with no abbreviations** should be used for all notes under `remarks'.

All entries on the DL25 should be in ink, and made as neatly as possible.

7.29. Announcement of Result - Test Two

At the conclusion of the test the examiner should ask the candidate to pull up at a convenient place (as near to the office as practicable) and switch off the engine. The candidate should be informed of the result and advised that if they wish to accompany the examiner to the office they will receive the relevant papers within a few minutes. If they decline to wait they should be told that the documents will be forwarded to their home address by first class post the same day. Where the candidate elects to return to the examiner's office they should be asked to wait in the waiting room or other suitable facility. At some offices the examiner may ask the candidate to wait in the vehicle if it is parked safely and close to the office.

At the end of all tests the examiner should offer to give a brief explanation to the candidate of the faults marked on the DL25. This is usually best done immediately following the announcement of the decision. If a candidate becomes abusive or is so upset that an explanation is obviously of no value, the examiner should abandon the attempt and a brief note should be recorded on the DL25B.

If the trainer is present there is no objection to allowing him to listen to your debrief with the candidate subject to the candidate giving their consent. (Comply with guidance as per chapter 12 Data Protection Act). Our objectives are, after all, to improve the quality of driving instruction and allowing the trainer to listen in means that they may be better informed and consequently more able to give constructive guidance to their trainees on driving skills. The trainer should **not** get involved with the de-brief - just listen.

7.30. Completion of Test Documents - Test Two

Pass - After completing the back of the DL25B the examiner should complete form Fleet 11 and retain a clear carbon copy.

Failure - after completing the back of the DL25B the examiner should complete form Fleet 10D, again retaining a clear carbon copy.

7.31. Disposal of Test Documents - Test Two

After completion of the relevant documents in the office the examiner **must make a thorough check before handing them to the candidate or posting them.** When posting documents to the candidate they should **always** be sent by first class post **the same day.** Details of the date of posting should be recorded near the 'date' box.

Pass - Form Fleet 11 and the DL25C and D should be handed to the candidate or posted using the appropriate window envelope. Return the letter of invitation. The Fleet 11 copy, DL25B and application form should be stapled together at the top left corner with the Fleet 11 on top.

Failure - Forms Fleet 10D, DL25C and D and their letter of invitation should be handed to the candidate or posted using the appropriate window envelope. Forms Fleet 10 D copy, DL25B and the application form should be stapled at the top left corner with the Fleet / Reg 10D on top.

Note: Please note that the journal with the appropriate result should be electronically sent to Fleet Register Section at the end of the day.

At present the DL25 A and B and covering letter should be filed in the ADI office and kept for 1 year.

In cases where the candidate fails to attend or arrives late or a test is started but not completed, the DL25 should be completed. The DL25A should be filed in the ADI office. The DL25B with a brief note of the circumstances in the remarks space should be forwarded direct to Fleet Register section the same day. It should be noted that candidates who give the required 3 clear days notice of inability to attend are not regarded as FTA's and no reference to the appointment should be made on the journal. In these cases the tests will be re-booked.

Note: Only tests that have been cancelled with less than 24 hours notice should be recorded as an FTA on the daily journal.

7.32. Forfeiture of Fees

Examiners should not involve themselves in questions of forfeiture of fees. These are the concern of the Registrar and candidates should be advised to write to him when they make enquiries on these subjects.

7.33. The Fleet Training Instructional Coaching Ability Test

The instructional coaching ability test is held at suitable test centres across the country. Not all ADI test centres are used.

7.34. Preparation of Documents

The report forms used for the test are Fleet Reg 26A and B with a piece of carbon paper inserted between them. Prior to the test the relevant headings should be completed (i.e. examiner's name, location, candidate's name, ADI personal reference number or driving licence number, date, and centre).

7.35. Reception and Identity Check

When meeting the candidate, the examiner should introduce themselves with a handshake and then:

- a) Ask to see the appointment letter and normal proof of identity as per all practical tests. A full ADI (Car) Register of Approved Instructor's certificate is also acceptable when an old style licence is produced.
- b) Refer to the note about insurance on the letter of invitation. Ask the candidate to read and complete the declaration on the Fleet Reg 26A.
- c) Ensure that the candidate declaration has been completed correctly. Compare signature with their licence or alternative proof of identity.

Note: As with all qualifying exams, no identification no test.

7.36. Insurance

See ADI 1 chapter 3 – 3.03.

7.37. Vehicle Requirements

The candidate is required to provide a suitable category B vehicle for the test. The vehicle must be properly taxed and insured (in the case of a car, it must be a saloon car or hatchback / estate - not a convertible), which is roadworthy and fulfils all legal requirements. It must be capable of the normal performance of vehicles of its type, and be un-laden with an orthodox (i.e. non automatic) transmission system. The vehicle must have right hand steering, a readily adjustable driving seat and a seat for a forward facing front passenger.

7.38. Duration of the Instructional Coaching Ability Test

The test of instructional coaching ability will last approximately one hour. Normally the test will start and end at the test centre. The area in which the examiner carries out this test will be dictated by the pen-picture portrayed and the subject matter to be covered. The examiner will need to 'time' manage each module. Flexibility is important. When closing down a module the examiner should ensure that the trainer is not being cut off abruptly.

7.39. Objective of the Test

The objective of the test is to assess the value of the instructional coaching ability that the candidate gives. In order to be able to make a direct assessment, without the intervention of a third party, the examiner himself sits in the driving seat and plays the part of the customer.

7.40. Introduction to the Test and Scene Setting

The examiner will need to give an overview of how the test will be conducted and clearly set the scene of the customer role he intends to role-play. It is suggested a common approach on the lines of what is covered below be used as a template.

"The test will last about 60 minutes. I would like you to assume that I have been sent to you by my company for a driver assessment and development of my driving skills" (Specify the type of driver to be portrayed; for example)

“I drive various types of lease vehicles in my job, covering about twenty thousand miles per 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 module. Have you any questions before we commence?”

“The assessment will cover the following modules; a short presentation on occupational road risk; followed by relevant vehicle checks and familiarisation. You should give a risk assessment and profile and give practical coaching as appropriate. At the end of the examination you should give a final risk profile.”

Explanation of how directions are to be given should be on similar lines to the ADI part three examination.

“Don’t worry about the area. I will give you directions and would like you to repeat them back to me as you would do normally when carrying out a driver assessment and development.”

“Your presentation can either be given here in my office or in the car, whichever you prefer.”

“If it is your normal practice to give a demonstration drive I would like you to assume on this occasion that it has been given.” (It will be at the examiner’s discretion as to whether to accept a demonstration or not. The time permitted for a demonstration should not exceed 10 minutes).

“During the assessment there will be suitable places on route to pull me up if you wish to give me guidance. Should you require me to pull up, please ask “Have you any questions before we commence?”

7.41. Remaining in Character as Pupil

In order for the examiner to ensure the trainer is given the maximum opportunity to demonstrate all the skills necessary, the role-play must be realistic and all simulation consistent with the type of driver that is being portrayed

All risk areas displayed in role should be drawn from examples of poor driving witnessed every day. It would be unrealistic to build into the role-play the one off situations that only happen occasionally and would rarely be seen in drivers presenting themselves for this type of training.

However due to the time allocated to conduct a coaching ability test and in order to assess the required elements it may be necessary to step out of character from time to time. This should only be carried out once the examiner is satisfied they have witnessed sufficient coaching or the lack of it, to make an objective assessment

Another aspect of remaining in character is the need to conceal the fact from the candidate that he is actually teaching a DVSA official. During instructional coaching it should not be possible for the candidate’s eyes to light on the examiner’s document case or clipboard; this should be out of sight. When receiving feedback with the vehicle stationary, the examiner should not hold a pen because it is almost a badge of office for an examiner.

Directions as to route should be given clearly and in plenty of time to enable the candidate to repeat them to his customer in the same way as he would do on a coaching session.

Finally, it must be stated that at no time should the examiner place the vehicle, his passenger(s) or other road users in jeopardy because of his actions. If necessary, he should use his skill and experience to avoid danger; but a situation should never be allowed to develop to the point that anything approaching emergency action is required. The over-riding consideration in all circumstances must be safety.

7.42. Requirements of the Instructional Coaching Ability Test

Throughout test three, the examiner, acting as the customer will drive and act as appropriate to the instructional coaching given by the candidate, who will be assessed on the method, clarity, adequacy and correctness of his instructional coaching ability, the observation and correction of risks committed by his customer and his training manner generally.

7.43. The Basis for the Instruction Coaching Ability Test

The content and structure of each scenario should be such that it seeks to identify levels of competence in those skills necessary for the fleet trainer to:

- give a short presentation (eight - ten minutes approx) designed to initially raise awareness of occupational road risk. It should be interactive and contain validation
- involve the customer in an interactive practical vehicle check, which demonstrates knowledge of basic mechanical principles and legal requirements
- demonstrate to the customer all necessary pre start checks and be able to discuss additional safety features such as ABS, traction control and impact protection systems
- assess the customer's driving
- communicate effectively to the customer a risk assessment
- provide and demonstrate appropriate coaching methods that would reduce those risks identified
- communicate a final profile of the customers driving highlighting key strengths and weaknesses where appropriate

7.44. Key Risk Area Topics

Attitude and Culture: The ability to identify any weaknesses in attitude to other road users and be able to demonstrate / discuss the benefits of the considered approach to driving.

Legal requirements: Be able to demonstrate a level of understanding of the legal requirements concerning the use of motor vehicles on a road, including Road Traffic Accident procedures.

Driver / passenger safety: Have a good understanding and be able to discuss the importance of those issues affecting driver / passenger safety. Including drink/ drugs, illness, tiredness etc. Also the advantages and disadvantages of ABS, traction control etc.

Vehicle safety / sympathy: A good understanding of basic mechanical principles and be able to convey the reasons and importance of vehicle safety checks

Vehicle loading / security: The ability to demonstrate / discuss the correct way of loading vehicles and the effects on vehicle handling. This can include leaving vehicles in safe locations and cover methods of ensuring they are properly secured etc.

Dealing with aggressive drivers: Understand and be able to give correct advice on preventing and dealing with inappropriate behaviour by other drivers.

Environmental effects: Demonstrate and discuss the benefits of good driving practice on the environment including fuel saving

7.45. Assessment and Marking of Report Form Fleet Reg 26

This should follow the basic format as covered in chapter 3 - 3.34

The form has two main sections.

The left hand column covers the key risk area topics.

The six subjects below will always form part of the test criteria. They are:-

- risk presentation
- vehicle safety check
- MSM PSL
- use of speed
- separation distance
- other road users

One additional subject will be included from the list below. They are:-

- attitude and culture
- legal requirements
- driver / passenger safety
- vehicle safety / sympathy
- dealing with aggressive drivers
- environmental effects.
- vehicle loading and security

The additional subjects not tested during the examination will be ruled through.

The examiner records an oblique (/) stroke in one of the rating areas of not covered; unsatisfactory; satisfactory for each aspect of the examination.

The boxed area at the bottom of the left-hand side of the form is used to record the result, the examiners name and signature and location. Unlike the ADI (car) examination, no mention is made or recorded of any grading. The overall result is either a pass or a fail.

The right hand column is used to rate; trainer characteristics; instructional coaching techniques and the core competencies using a six-point rating scale.

The **key risk area topics** in column 'A' should be completed before marking column 'B' as per the ADI part three examination.

Column A

The three columns headed '**not covered, unsatisfactory, satisfactory**' record the trainer's response to the customer's progress, in other words the instructional coaching given on each individual item relevant to the subject heading.

Not covered - subject not covered or grossly incorrect or dangerous instructional coaching given.

Unsatisfactory - subject attempted, but guidance and/or instructional coaching offered was assessed as incomplete or not fully satisfactory.

Satisfactory - subject covered satisfactorily or better.

The overall result awarded will equate to the lowest rating marked in the core competencies section. A rating of three or less in any one of the core competencies will make the overall result a failure. A rating of four or higher in any of the core competencies will result in a pass.

7.46. Instructional Coaching Techniques

When marking the form the following items should be taken into account:

Core Competencies

Note: In this section the assessment is of all faults **over the whole session** and **not individual faults**. For example, some explanations may be correct, some incorrect. The rating given depends on the balance of correct to incorrect.

Faults Identified: This covers the ability of the trainer to clearly identify all the important risk areas committed by the customer that require development as part of an effective instructional coaching process.

Fault Analysis: This covers the ability of the trainer having identified the risks, to accurately formulate a risk profile, which should be prioritised and then communicated to the customer along with their degree or level of importance.

Remedial Action: This relates to offering constructive and appropriate coaching/advice to remedy a risk or fault that has been identified and analysed. The risk assessment need not be immediate if this would be inappropriate at the time, but it should be given at the first opportunity. A mark should be awarded on the scale from one to six for each of the subject headings in the right hand column. The following notes should be the basis for the mark.

Level: This must be matched to the ability and experience of the customer. The trainer needs to establish their level of ability at the start and continue to do so throughout the examination.

Planning / Control: Having assessed risks and prioritised them, objectives should be defined and explained to the customer. This aspect also covers the planned and actual sequence of instructional coaching activity together with the appropriateness and effectiveness of teaching methods used taking due account of the objectives and progress of the customer. The trainer should retain control of the session at all times. It will include the overall control of the session and the interaction processes within it. The allocation of

time between training activities and methods used such as the distribution between theory and practice will also be assessed under this aspect.

Communication: Is concerned with customer's understanding of instructional coaching, appropriateness of language, use of jargon (with or without explanation). Includes the ability to adapt and to use language and terminology likely to be familiar to the particular customer and not to overload them with over-technical and complex explanations.

Question and Answer Technique: At appropriate points during the lesson the trainer should ask questions that contribute towards realising the objectives of the session. Ideally the questions should be simply worded, well defined, reasonable and relevant. There is a need for questions that are thought provoking and challenging as well as ones that simply test a client's memory. In addition the trainer should encourage the customer to ask questions at appropriate times.

Feedback: This relates to the trainers response to the customer's questions, answers and performance. Praise, confirmation, reinforcement for effort / progress / achievement. Correction / information when errors / faults occur. Encouraging the customer is part of any teaching skill. They need to know when they have done something well. This aspect is also used to rate the final risk profile towards the end of the instructional coaching ability examination. It should include mention of what a customer may be able to do to encourage self development after the session.

Trainer's Use of Controls: The controls should only be used when necessary and the customer should be told when and why they have been used. In certain circumstances the controls may be used as an effective teaching aid as part of demonstration.

Attitude and Approach: This aspect should be dealt with as an overall assessment of the trainer's characteristics and is concerned with the skills used to create a relaxed, but supportive learning environment. It is not to be used as a measure of the personality characteristics of the trainer, but as a measure of how effective they are in establishing and maintaining rapport and creating the right atmosphere for learning to take place. They should have a relaxed manner and be outgoing but not over-familiar. They should be self-confident and capable of transmitting confidence to the customer in a patient and tactful manner. Any unnecessary physical contact with the customer will be reflected in the marking.

7.47. Criteria for Pass or Failure

6. Overall performance to a very high standard with no significant instructional coaching weaknesses.
5. A good overall standard of development with some minor weakness in instructional coaching technique.
4. A competent overall performance with some minor deficiencies in instructional coaching technique.
3. An inadequate overall performance with some deficiencies in instructional coaching technique.

2. A poor overall performance with numerous deficiencies in instructional coaching technique.
1. Overall standard of instructional coaching extremely poor or dangerous.

The minimum level for a pass being a box four in each of the three core competencies.

The result should be recorded by deleting the word pass or fail as appropriate so that the result awarded has **not** been lined through.

7.48. Completion of Test Documents

Instructional Coaching Ability Pass

After completing form Fleet Reg 26A and B complete form Fleet 12 in duplicate making sure that the personal reference number or driving licence number is entered in the appropriate space.

Instructional Coaching Ability Failure

After completing form Fleet Reg 26A and B complete form Fleet 10 in duplicate.

Disposal of Test Documents

After completion the documents for test three should be disposed of as follows (**making a thorough check of all documents**): -

Pass - The top copies of forms Fleet 12 and Fleet Reg 26A should be given to the candidate after the de-brief. Also remember to return the invitation letter. The examiner's copies of forms Fleet Reg 26B and Fleet 12 should be stapled at the top left hand corner with Fleet 12 on top and filed in the Examiners home office or HEO QA / HEOs with ADI responsibilities office. These papers should be kept for one year and then disposed of securely.

Failure - The top copies of forms Fleet 10 and Fleet Reg 26A should be given to the candidate after the de-brief. Also remember to return the invitation letter. The examiner's copies of forms Fleet Reg 26B and Fleet 10 should be stapled at the top left corner with ADI 10 on top and filed in the HEO QA / HEOs with ADI responsibilities office. These papers should be kept for two year and then disposed of securely.

Note: The test results must be recorded on the daily Journal before posting / emailing to the Fleet Driver Trainer Register Manager at DVSA HQ, Nottingham at the end of the working day

Examiners will have their paperwork periodically audited by HEO QA / HEOs with ADI responsibilities / AOMs

In the event that the de-brief is not carried out, the candidate's copies of the documents should be disposed of as follows: -

Pass - The candidate's copies of forms Fleet 12, Fleet Reg 26A and invitation letter should be inserted in a window envelope and posted to the ADI by first class post. The examiner's copies of forms should be disposed of as detailed above.

Failure - The candidate's copies of forms Fleet 10, Fleet Reg 26A and invitation letter should be inserted in a window envelope and posted to the PDI by first class post. The examiner's copies of forms should be disposed of as detailed above.

Note: The markings on the front of the Fleet Reg 26A and B and the completion of the pass / fail letter **must** be completed before the de-brief is carried out, but the report should be written in the space provided on the back of the form after the de-brief.

7.49. De-Brief

When you return to the candidate, take the form with you and announce the result. Use the completed Fleet Reg 26A for reference when carrying out the de-brief. It is important to make it clear to the candidate that the de-brief is only an overview and that the candidate should refer to their trainer / tutor for further guidance.

Overall Assessment Mark

It is essential that the individual assessments appended for the examination on the Fleet Reg 26A reflect the overall result given.

The main points to remember with the de-brief are:

- The de-brief **must** take place in private. Discretion **must** be used when choosing a place to discuss the test with the candidate. The conversation should not be capable of being overheard by other people including the driving examiners.

The examiner cannot take the role of a fleet trainer / tutor.

- You should not suggest how the candidate might develop their skills or offer guidance on training methods.

Your role is to give an overview of the candidate's performance, nothing more. As a guide:

- Give a broad overview
- Do not attempt to 'put the candidate right'
- Do not try to explain instructional coaching techniques
- Concentrate on the faults
- Use the left column then the right column and finally the core competencies as a guide
- Make full use of your counselling skills. Be aware of any 'body language' which may give an indication as to how the candidate is reacting to your de-brief and be prepared to vary your approach.

With the consent of the candidate, trainers / tutors should be encouraged to accompany their trainees on test. (Refer to Data Protection Act - chapter 12).

7.50. The Test of Continued Ability to Give Instructional Coaching

These instructions should be read in conjunction with chapter 4 of the ADI 1

An ADI who is a current member of the fleet trainer register will need to demonstrate a continued ability to give instructional coaching. They will therefore need to demonstrate a "Pass / Grade A or B" result on a normal Standards Check as per chapter 4.

A fleet trainer who demonstrates a consistently poor standard of instructional coaching ability will have their name removed from the fleet trainer register and therefore will also lose their normal ADI (car) status.

The examiner will need to see the fleet trainer at work, giving instructional coaching to a customer.

8. Communication and General Management

8.1. Answer Machines

Examiners must check their answering machine daily and respond to any messages left.

8.2. Email

It is also important that examiners log on to receive their emails daily. They should also log onto 'Dashboard' to check for any updates to the ADI 1. Copies of the ADI 1 should not be made for general use. This is to ensure the latest/current version of the ADI 1 is used to check for correct information / procedures

9. LGV Instructor Registers

9.1. Becoming an LGV driving instructor

You can apply to join either the:

- [national register of LGV instructors](#)
or the
- [national vocational driving instructors register](#)

These registers have replaced the DVSA voluntary register of LGV instructors.

10. General Advice and Legal Matters

10.1. Introduction

This chapter contains additional advice and guidance on legal matters as per [DT1](#) which Operations, HEO QA / HEOs with ADI responsibilities may become involved during the course of their work.

10.2. HEO QA / HEOs with ADI responsibilities

In carrying out their duties, HEO QA / HEOs with ADI responsibilities should exercise discretion and, in particular, they must avoid -

- a) discussion of a matter in any way related to driving or driving instruction with a candidate when conducting written examinations (fleet) or practical tests (other than in the application of exercise 1 to 12 in test 3 of the practical test when, as a 'pupil', the examiner may ask questions about driving technique)
- b) discussion with a learner driver including LGV / PCV driving test except in general terms; and
- c) any comment or behaviour, which could cause embarrassment to the Agency. Item c. above is of special importance when practical or Standards Checks are conducted from the same premises as learner driver or LGV / PCV driving tests

10.3. Management of Sections

AOMs Operations, HEOs and HEOs with ADI responsibilities have the responsibility for the performance and development of staff conducting ADI qualifying examinations and also have a responsibility to manage their sections effectively.

Effective management does not just mean conducting tests to a required standard but also making the best use of resources to ensure that the instructional standards of all ADI's are as high as possible and maintained as such. The ADI 1 contains instructions and advice, but how well we achieve this rests with the efforts of the HEO QA or HEOs with ADI responsibilities.

The whole purpose of part five of the Road Traffic Act 1988 is to raise standards of driving instruction in general - this we must do if the Register is to remain viable.

For example, your Standards Check assessments should be precise; if there is any doubt about an ADI's tuition, then the lesson should be assessed as unsatisfactory.

10.4. Inspection of Trainee Records ADI 21/T

Form ADI 21T "**Instructor Training Declaration**" should be used to record at least 40 hours of practical in-car training. This training must be received within the period of 12 months ending on the date of his application for a licence. The trainee must receive some training in every one of the subjects set out in the curriculum contained on the reverse side of the form. The record of training must be made and signed by the licence holder and the ADI who gives the training. The trainee is responsible for these records and normally would keep them with him.

10.5. Meetings with Instructors or Trainers

HEO QA / HEOs with ADI responsibilities may at their discretion have meetings with instructors or trainers of ADI's, but there should be no discussion about impending theory examinations or practical tests, or enquiries about tests already conducted. There must be no discussion regarding any trainee's performance. (Refer to Data Protection Act chapter 12). Enquiries on local matters, e.g. the booking or variation of 'L' test appointments, should be directed to the national booking number.

There is no objection to HEOs with ADI responsibilities discussing the requirements of practical tests in general terms, but great care should be exercised if making any comment about the value or otherwise of different driving or instructional techniques. Personal opinions should **never** be expressed as some of the larger organisations could easily compare what has been said by one HEO QA / HEOs with ADI responsibilities with that said by another. The danger is that the HEO QA / HEOs with ADI responsibilities remarks could also be misconstrued as an attempt by the HEO QA / HEOs with ADI responsibilities to act as a trainer which, of course, is not the HEOs job. **It is vital that we all "speak with one voice"**.

10.6. Standard Office Procedure

HEO QA / HEOs with ADI responsibilities offices should have a standard procedure common to all, so that in the absence of the resident HEO QA / HEOs with ADI responsibilities, the neighbouring HEO can readily take over responsibility. The minimum requirements are: -

- a) all officers must keep records containing Standards Check reports and any relevant, recent correspondence to or from the ADI. These documents should be destroyed after 2 years for Part 2&3 report forms.
- b) Standards Check reports should be stored in line with the Grade awarded i.e. 2 years for a "pass" grade B - 4 years for "pass" Grade A
- c) substandard file containing details of those ADI's who need a second/third Standard check and the provisional dates for all ADI examiners in their area
- d) a file of up to date practical test routes for all test centres conducting ADI tests and LGV Voluntary Register test in their area
- e) a register of any complaints regarding staff and replies issued, for all staff in their area
- f) a list of all Test centres the HEO QA / HEOs with ADI responsibilities covers for ADI work in their area
- g) a list of staff the HEO QA / HEOs with ADI responsibilities is responsible for regarding ADI work and their home DTC
- h) a record of filing locations for ADI reports in the area
- i) a list including details of all external / ADI meetings attended in the past twelve months
- j) a file for each staff member and a record of staff check tests conducted

10.7. Annual Leave

All applications for annual leave should be submitted in the normal way, with guidance from line managers.

10.8. Attendance at Local Driving Instructor/Association Meetings

The Agency has agreed with the TUS that HEO QA or HEOs with ADI responsibilities will be permitted to attend meetings with local driving instructor groups, as a means of spreading the Registrar's message on ADI matters. No charge is made for these meetings but justification

must be considered and cleared with the Communication team who will ensure no duplication in resource.

Clearly it is necessary to keep some control of the demands that will inevitably be made upon your time by these groups, so the following guidelines have been notified to the associations.

Most importantly, the HEO QA / HEOs with ADI responsibilities must be willing to attend of his own volition and gain agreement from their area AOM. The meeting should take place in normal week day working hours although a week day evening would be considered, providing the meeting starts no later than 8.00 p.m. and does not exceed two hours. Weekends would not normally be considered. The meeting should be properly organised and chaired. The HEO QA / HEOs with ADI responsibilities would not be prepared to discuss individual cases, either ADI or driving test, nor driving test matters generally except in the very broad sense. The HEO would aim to talk about an ADI topic of interest and finish up with questions on ADI matters generally. If questions are raised that are beyond the remit of the HEO or they are unable to answer, they should make a written note and assure the Chair that the question will be passed to the area for a reply. When the HEO QA / HEOs with ADI responsibilities has agreed to attend, they should inform Operations Directorate of the date of the meeting and the name of the association. Attendance at these meetings will attract overtime payment or TOIL. Travel and Subsistence will be payable in accordance with the T&S code. Overtime should be claimed or TOIL taken. Overtime claims should be sent to your line manager.

10.9. Accident on the Practical Test

In the unlikely event of an examiner becoming involved in an accident while driving an instructor's car in test three of the practical test they should **immediately** seek advice from their HEO QA / HEOs with ADI responsibilities and AOM before making any statement or admitting liability.

10.10. Circumstances Not Covered by These Instructions

If circumstances arise which do not appear to be covered by these instructions, they should be considered in the first instance by the AOM. If it appears that further advice is needed, this will be obtained from the relevant branch.

10.11. Testing of Relatives and Friends

It is a long established principle in the Civil Service that an officer should not put himself in a position when his official duty and his personal interest may conflict. If, therefore, an examiner is appointed to test a candidate who happens to be a close relative, or a personal friend, he should at once report the matter, by telephone if possible, to his AOM.

10.12. Wearing of Seat Belts on Practical and Standards Checks

All drivers and passengers must wear seat belts if the law requires them to be fitted to the vehicle. The regulations provided exemptions from compulsory seat belt wearing in certain cases. Those exemptions, which most closely concern examiners (ADI) in the conduct of practical tests, are: -

- for holders of medical exemption certificates issued under the regulations
- for a driver, whilst performing a manoeuvre which includes reversing

- where the seat belt becomes defective on the journey or if the belt became defective previously and arrangements have already been made to have the belt repaired or replaced

10.13. Position of Examiners on Practical Tests

Examiners conducting a practical test must wear the belt. Seat belts need to be adjusted correctly and the examiner should if necessary adjust it and / or move the passenger seat, if this is practicable, so as to fit the belt properly. If the examiner is unable to do so, the test should be terminated.

10.14. Problems with Belts

If an examiner cannot wear a belt in a vehicle because it is inefficient or defective, they should terminate the test and contact the booking team detailing the circumstances. A belt may be dirty but still fulfil the legal requirements; an examiner should not terminate a test solely on the grounds that he is unable to wear the seat belt because it is dirty. Undue discussion on any termination of test must be avoided and any enquiry about loss of fee should be referred to ADI bookings section.

10.15. Candidates - Test Two

In a vehicle that is required by law to have seat belts fitted, the candidates should wear the belt unless he is legally exempted from doing so. This could include removing the belt whilst performing a manoeuvre, which includes reversing.

If the candidate does not fasten the belt, the examiner should remind them that, unless medically or otherwise exempt, the law requires candidates to wear the seat belt. However, if the candidate does not have any exemption but does not agree to wear the belt, the examiner should still conduct the test. (The relevant law provides that only the person leaving off a belt in contravention of the seat belt regulations can be guilty of an offence. This means that an examiner could not be convicted of aiding and abetting any such offence).

10.16. Candidates - Test Three

If the candidate does not fasten the seat belt the examiner should remind them that, unless medically or otherwise exempt, the law requires candidates to wear the belt. However, if the candidate does not have an exemption but does not agree to wear the seat belt the examiner should still conduct the test. The non-wearing of a seat belt should not influence the examiner's assessment of a candidate's ability to give instruction.

Note: Candidates who are being examined on their instructional ability will not be exempt from wearing a seat belt whilst a reversing exercise is being performed as examiner acting as pupil is not the holder of a provisional licence as defined in the regulations. The candidate is not therefore entitled to the exemption afforded by the regulations. It follows therefore that the candidate should not be misled into thinking he may remove a seat belt during those exercises which involve reversing.

When PSTs three, four and five are carried out, the examiner should if necessary use the following wording. "You will be aware I am the holder of a full licence and therefore you are not exempt from the requirement to wear a seat belt whilst I am performing a manoeuvre which includes reversing".

If a candidate instructs an examiner (acting as a 'pupil') to move away in any phase when the pupil should by law be wearing a seat belt, under no circumstances should the examiner do so. The examiner should draw the candidate's attention to the omission and record the fact on form ADI 26(P/T). This should be borne in mind when making his assessment.

10.17. Third Party - Seat Belts

In the interests of health and safety, a third party accompanying a candidate on test **must** wear a seat belt. **There are no exceptions to this rule.** An exemption certificate will not preclude the need for a rear seat passenger to wear a seat belt. If they decline to do so, the test will be terminated. In these circumstances the third party has the choice of wearing the seat belt, not accompanying the candidate on test, or of having the test terminated. In the latter circumstances a brief report should be submitted via email to - @DriverTrainingRegistration (ADI).

10.18. Supervising Examiners - Rear Seat Belts

In the interests of health and safety the examiner must not conduct tests in cars without rear seat belts. When rear seat belts are not readily accessible, e.g. stowed behind the rear seat, the ADI should be reminded of the current regulations and given the opportunity to release the belt for the examiners use before the start of the lesson. In the unlikely event of an examiner being unable to wear a rear seat belt as required by the regulations, or not being able to adjust the belt to enable its use, the Standard Check should be postponed and the circumstances reported via email to - @DriverTrainingRegistration(ADI)

10.19. Exterior Rear-View Mirrors

A motor vehicle used on the practical part of the qualifying examination for entry to the Register must comply with the Motor Vehicles (Construction and Use) Regulations. If the vehicle was manufactured on or after 1 December 1977, and first used on or after 1 June 1978, it must be equipped with an interior mirror and at least one external rear view mirror fitted to the offside of the vehicle. If the vehicle is a dual-purpose vehicle, and where the interior mirror does not provide an adequate view of the road to the rear of the vehicle, an additional rear view mirror shall be fitted externally on the nearside of the vehicle. If a vehicle presented for practical test does not have the necessary mirror(s) the test should not be conducted.

The registration mark can only be taken as a probable indication of the age of the vehicle as the possibility exists that the vehicle has been imported and registered at a later date. If it appears that external mirror(s) should be fitted and the examiner is in doubt as to the age of the vehicle, the candidate should be asked. If the candidate's answer indicates without doubt that the necessary mirror(s) should be fitted the test should not be conducted. In any other case the test should be conducted and a note made in the remarks space of the DL 25.

10.20. Standards Check

If it comes to the examiners notice that a vehicle used on a Standards Check should have exterior mirror(s) fitted as mentioned in the preceding paragraphs, no comment should be made until the completion of the Standards Check when it should be drawn to the ADI's attention.

10.21. Candidates Suspected of Being under the Influence of Drink or a Drug

Where an examiner is **convinced** either before a test starts, or in the course of a test, that a candidate is under the influence of drink or a drug to such an extent as to be incapable of having proper control of the vehicle, they should inform the candidate that they (the candidate) appear to be ill and that therefore in fairness to them the examiner is unable to take or continue the test. The examiner will be required to use considerable tact in announcing this decision and **must not in any circumstances make reference to drink or drug**. Should the examiner make this decision, full details should be submitted to the AOM by email.

10.22. Correspondence - Ministerial or from Members of Parliament

Letters addressed to the Agency by Members of Parliament (MPs or Peers) are customarily dealt by the Ministry. Ministerial correspondence is generally addressed to Headquarters but if a Member of Parliament writes direct to an examiner, the letter must be forwarded **immediately** to Operations Directorate for action. To save time where the subject of the letters indicates that the examiner will be required to submit a full report on the case, its preparation should be put in hand in anticipation of the formal request by Operations Directorate for a report. Papers relating to Ministerial correspondence must always be dispatched without delay by first class post.

It is of great importance, both from the point of view of answering the correspondent, and for the reputation of the Agency, that every complaint should be comprehensively investigated, and any part of it, which may appear to be justified, thoroughly probed and corrected as necessary.

10.23. Procedures to Instigate Enforcement Action

If an examiner receives information and with sufficient detail that the Road Traffic Act 1988 or subordinate legislation is not being complied with, they should check their own records and, if necessary, check with ADI Branch to discover the circumstances under which the alleged offender is operating. The detail to be established will vary from case to case; it may be enough to show that they were neither registered nor licensed, but if licensed, the address from which instruction is authorised may be important. Breach of licence conditions must be referred to ADI Branch and the procedure outlined in the following paragraphs **must** be adopted.

Enforcement sections have now been incorporated into DVSA's integrity team. The following procedures have consequently been adopted: -

Information should be gathered i.e. name of candidate, time of test, where conducted and the examiner. This information should be given to the investigating member of the integrity team.

10.24. Area HEO ADI Meetings

In the case of HEO ADI Meetings, each HEO QA / HEOs with ADI responsibilities may, in turn, attend an area meeting during certain times of the year. This should be arranged amongst yourselves, in consultation with your respective AOMs.

10.25. Correspondence to Senior Staff

A reminder: all letters or minutes to senior staff must be submitted through your Area.

10.26. Production of Documents

The HEO with ADI responsibilities (ADI) warrant authorises you to request the ADI certificate and to conduct all ADI qualifying examinations.

10.27. Visits to the Cardington Training Academy

Enquiries from ADI's interested in visiting the training academy should be referred to the Chief Instructor at Cardington.

10.28. Appeals to Magistrates' Courts about Disputed Part Two or Part Three Tests

The right to appeal to a Magistrates' Court, or Sheriff in Scotland, is strictly limited to where the test has not been conducted in accordance with the regulations.

Whilst legislation makes provision only for the refund of the fee, where a case is won, the Registrar would probably have to take the view that the last test should be regarded as null and void and a further replacement test offered. However there have been no cases that can be recalled.

10.29. Procedures to Adopt

Should you receive a summons or a notification from a court, please refer the matter to your AOM. They will act as the co-ordination point with you and liaise with the local enforcement office to appoint a solicitor to attend the hearing. You will of course need to be present at the hearing. Keep deployment and your booking section informed so that any necessary cover can be arranged.

The Hearing

At the hearing itself, our solicitor should ensure the court confines its attention to the question of whether or not the test was conducted in accordance with the regulations. In other words with test two, were all the statutory requirements of the test carried out? With test three, was the test divided into two phases, covering a beginner or partly trained pupil in the first phase and one at about test standard or full licence holder in the second? Were the subjects specified for the basis of instruction taken from the list in the regulations? Was the candidate's knowledge and ability assessed in accordance with the regulations? Normally there will be absolutely no question and the case has simply been brought due to a misunderstanding of the Regulations on the complainant's behalf.

You will obviously want to study your markings of the test beforehand and refresh your memory of any incidents that are highlighted by the complainant. If you wish to discuss any operational matter you should do so with your AOM.

11. Staff Management

11.1. Introduction

The HEO QA / HEOs with ADI responsibilities should ensure that examiners conducting ADI qualifying examinations are carrying out their duties in accordance with this document and the [DT1](#) and any other relevant instructions.

11.2. Supervision of Examiners

The maintenance of a uniform standard of testing and assessment as laid down by the Agency is a most important part of the HEO QA / HEOs with ADI responsibilities duties and is largely achieved by the supervision of actual tests. This should be programmed well in advance to avoid unnecessary cancellations of ADI Standard Checks.

HEO QA / HEOs with ADI responsibilities should conduct regular accompanied / supervised tests on all examiners conducting part two and three tests and Standard checks in their area, including visiting examiners from other areas. HEO QA / HEOs with ADI responsibilities should accompany examiners as often as is necessary to ensure a satisfactory standard of performance. It is important that supervision of actual tests is supplemented by the examination of test documents.

A supervision record must be completed after all accompanied / supervised tests and signed by the examiner who should then be provided with a copy of the report.

HEO QA / HEOs with ADI responsibilities should liaise regularly with the LDTM responsible for the ADI examiner to ensure they are apprised of their performance. Any concerns with performance must be referred to the Area AOM.

Officers intending to supervise a test must not do so in cars where a seat belt is not available for their use.

HEO QA / HEOs with ADI responsibilities should regularly check and update routes used for ADI Part 2 tests by liaising with the LDTM in line with guidance laid down

HEOs with ADI responsibilities should conduct QA visits at least annually with each ADI staff member and record their findings looking at accuracy of paperwork completion, use of FLH on PSTs etc.

To ensure uniformity in recording quality assurance checks on ADI tests a standardised procedure should be adopted. The process is a simple way of providing feedback to staff and recording issues that need to be addressed. This also allows senior managers to reliably report on the current accuracy of staff reporting on ADI tests.

Forms to be used [ADI26PST Summary Analysis form](#) ADI 26 Summary analysis, can be found in the Document Library

HEOs with ADI responsibilities should collect a set amount of test reports (Specified on the forms) once a year and conduct an audit to identify any issues. The report would then be retained with the individual examiners test reports so any senior manager can inspect as necessary and can be used in any development requirement

12. Data Protection Act

12.1. Individual Responsibilities

The implications of breaching the Data Protection Act are serious. Individuals are responsible personally for information they give out and are liable to be prosecuted if they are found to have disclosed information inappropriately. Legislation does not hold the Agency responsible under these circumstances.

12.2. Customer Service

We have made great efforts over the last decade to allow examiners to conduct tests in a more customer friendly manner and the Data Protection Act must not be used as an excuse to return to a less customer focused approach. Information is still freely available through the correct channels to the correct people.

12.3. Guidelines for Dealing with Requests for Information

Examiners must always ask the PDI whether they want their trainer present for the de-brief at the end of the examination (part one, two & three). If the PDI refuses, or the trainer is not present at the de-brief, examiners must direct trainer's enquiries about their trainee's performance, back to the PDI in all cases, although it would be helpful to point out that further feedback is available with the written permission of the candidate. Even if the PDI has asked for their trainer to be present during the examination, examiners must still ask the trainee if they want the trainer to remain in the vehicle for the de-brief. Examiners must not discuss previous examinations with trainers.

12.4. Complaint

In the event of a complaint being received, examiners must not assume that trainers are aware of the PDI / ADI's complaint – merely telling a trainer that a customer has complained is a breach of the Data Protection Act. Examiners must not bring to the attention of, or discuss with trainers, customer complaints.

12.5. Requests for Information over the Telephone

No information regarding examination performance or Standards Check performance may be discussed with a third party (including parent or spouse) without the written permission of the person concerned

Information must only be given to PDIs / ADIs who ask for it over the telephone if they are able to quote one of their unique reference numbers – either a driver number or personal reference number. Information must not be given to any person not able to quote any of these. But even on quoting a unique reference number, care must be taken only to confirm details the caller already knows, if new information is requested, the caller should be asked to put the request in writing.

12.6. Written Requests for Information

If a customer writes requesting information about a particular test of their own, we must supply that information. We do not make a charge to supply this information (such as a test report, for example) unless they ask to see all the information that we hold on them throughout the Agency. This would be classed as a subject access request; they should submit a written request to DVSA Headquarters Information Assurance Team accompanied by a £10 fee.

If a third party writes on the customer's behalf, we cannot deal with the enquiry or complaint without the written permission of the candidate. The letter must be returned to the writer with the pro forma. (Example attached)

Examiners should refer to Standing Operating Procedure (DVSA/Data protection/3/6) - for more detailed information. All queries about data protection issues should be addressed to the relevant department within DVSA