



Driver & Vehicle
Standards
Agency

Carrying out driving instructor tests and checks

Helping you stay safe
on Britain's roads

ADI 1

Approved Driving Instructor 1 (ADI 1)

Instructions for the Guidance of ADI Enforcement 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)
- Official Register of Driving Instructor Trainers (ORDIT)
- Fleet accreditation inspections

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

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, fleet accreditation inspections, ORDIT inspections and tests of continued ability to instruct (standards check).

1.02 These procedures support the Agency's five-year strategy, helping people through a lifetime of safe driving and helping people stay safe on Britain's roads.

2. Audience

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

- Approved Driving Instructor practical examinations
- Fleet accreditation inspections
- ORDIT inspections
- 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 Driver Training Policy Team 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 Driver/Driver Training Service Development Group meetings.

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, followed by development, 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
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
Jun 18	3	3.48	Updating result recording process here
Jun 18	4	4.2	Updating process for inviting ADI to a standards check here
Jun 18	4	4.5	Recording of start and finish times of the standards check lesson here
Jun 18	4	4.6	Experience of pupil on standards check here
Jun 18	4	4.15	Confirming identity of ADI if no PRN available here
Jun 18	4	4.22	Sub-Standard tests recording of results, removal of references to Outlook Calendar here
Jun 18	4	4.23	Removal of references to Outlook Calendar here
Jun 18	4	4.24	Updating process for provision of answers by Enforcement Directorate here
Jun 18	4	4.55	Updating process for provision of answers by Technical Support here
Jun 18	7	7.1	Remove DVSA qualification route to Fleet Register here
Jun 18	7	7.2	Updating guidelines for Fleet Registered ADIs standards checks here
Jun 18	8	8.1	Inserting guidance on use of mobile phones here
Jun 18	8	8.2	Deleted 'Dashboard' inserted 'DVSA net' here
Oct 18	2	2.4	Include minimum age of accompanying person here
Oct 18	3	3.9	Include potential for test to be accompanied by supervising examiner here
Oct 18	3	3.17	Update documentation instructions to include third attempt annotation here
Oct 18	3	3.43	Update guidance for assessment of teaching and learning strategies lower competency here
Oct 18	4	4.7	Include potential for Standards Check to be accompanied by supervising examiner here
Oct 18	4	4.50	Update guidance for assessment of teaching and learning strategies lower competency here

Apr 19	2	2.3	Update guidance on annotating visitors box on DL25 here
Apr 19	all	all	Reference to ADI Enforcement Managers
Apr 19	all	all	Ensure consistency of third person 'the examiner' from first person 'you'
Apr 19	all	all	Reference to digital records and reports
Apr 19	4	4.20	Update guidance on action following third attempt standards check fail here
Apr 19	6	6.10	Clarify competence development in relation to score of 2 on ORDIT inspection here
Apr 19	10	10.6	Update standard office procedure here
Apr 19	10	10.8	Clarify attendance at ADI meetings here
Apr 19	10	10.24	Update Area ADI Enforcement Team meetings here
Apr 19	11	11.2	Supervision of ADI Enforcement examiners updated here

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1. Introductions and Objectives

1.1. Objectives

To be effective, the ADI Enforcement Examiner (examiner) and ADI Enforcement Manager (ADIEM) should always have a clear understanding of their objectives 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: ADIEM responsible for the supervision and development of 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 national 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 (theory) and Part Two (driving ability) 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. Newcastle will notify the candidate of the appointment. Examiners should ensure that their managers are aware of all commitments (e.g. annual leave, TOIL, medical appointments etc.) so that these are sent to Newcastle and 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 Two tests. This should be annotated with an oblique stroke in the respective box.

With ADI Enforcement examiners conducting tests over such a large area at numerous test centres regularly, there is no requirement for the visitor’s box to be annotated.

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.

In the waiting room, examiners should ask candidates if they would like to have their trainer/mentor or friend with them for the test, test result and end of test debrief. The accompanying person must be at least 16 years of age. The examiner should, where necessary, tactfully explain that the third party must not interfere with, or comment on the test, without giving the impression the third person is not welcome.

If a trainer is known to regularly observe their trainees on test it is not necessary to comment.

2.5. Duration of the 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 Newcastle; DL25B should be filed with all other ADI records 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 Two. 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

Vehicle safety questions are in [2.48](#) at the end of this chapter.

NB: Examiners must ask two show and three tell questions 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 learn more about how to drive in a fuel-efficient manner.

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. Move away on an uphill and downhill gradient
3. Overtake, meet or cross the path of other vehicles and take an appropriate course
4. Turn right-hand and left-hand corners
5. Stop the vehicle as in an emergency
6. Reverse parking exercise (bay park or on road)
7. Driving forward into a parking bay, reverse out either to the left or right
8. 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 lever 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, a minimum of two normal stops should 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 pulling up on the right exercise, in that the candidate's vehicle should finish reasonably close to, and parallel with the nearside kerb. They should finish 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 when safe to do so. 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.** Whilst routes should cover a majority of high speed or open roads, it should also 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 Newcastle with the relevant code recorded on the journal before posting. 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 their 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 Two 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 at: 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 at: 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 they deem 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 at: PADI@dvsa.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.

Examiners are advised to exercise considered judgement and discretion so that no candidate whose test could reasonably be conducted is turned away. Technology such as adaptive cruise control, emergency braking, or lane assist is acceptable. (See DT1)

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.

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 Corporate Correspondence. 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 Customer Services.

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 the Part Two test, 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 black 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 person 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 **fail** 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
- Controlled stop - inadequate braking, slow reaction or lack of control
- Forward parking - 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 handbrake 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 a ten to two or quarter to three position 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 a ten to two or quarter to three position 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 a ten to two or quarter to three position 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 – Part Two test

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 the 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 person, such as a trainer, 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 – Part Two test

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. Direct the candidate to GOV.UK if the candidate requires form ADI 3L to apply for a trainee licence.

The DL25B should be kept with other ADI reports, as agreed by the local ADI Enforcement Manager, for two years.

Failure - DL25C and D should be handed to the candidate. The DL25B should be kept with other ADI reports, as agreed by the local ADI Enforcement Manager, for two years.

Note: The test results must be recorded on the daily journal. To protect data the journal is retained confidentially with the test reports. The DL 25's are posted along with a batch header to Newcastle. (This can be with DL25s for other categories)

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 in the normal way. The DL25A should be sent to Newcastle with the appropriate activity code recorded; NOTE this only applies if the candidates name appears on the journal.

2.48. ADI Part Two 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, the examiner should introduce themselves courteously. A name badge should be worn. Please remember that shaking hands is not acceptable to everybody.

The examiner 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 regarding the 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.

The examiner should ask to see the workbook or other training documents used during their training, but if they do not bring such records this will not invalidate the test. Records can be in digital or hard copy format. No comment should be made regarding the standard of these records which could be interpreted incorrectly by the PDI.

The examiner 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.

Examiners should be considerate when enquiring about the PDI's trainer details or whether they have a 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 is possible 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](https://www.gov.uk).

3.5. Duration of the Part Three Test

The test of instructional ability should take approximately one hour. The examiner 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, the examiner will carry out the assessment back in the office. They 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.

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

They will 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.

The examiner should tell the PDI that they cannot accompany the lesson for health and safety reasons if they are told that the proposed lesson plan includes elements, which require the trainee to take advantage of the exemptions. The examiner 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, the examiner should encourage the PDI to introduce the pupil to them 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, the examiner should record what the theme was in the 'other' box.

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

They should be able to state:

- 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 the examiner 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.

Examiners can make notes during the lesson to help identify locations that may not be familiar to them. The notes should be destroyed 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

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

3.9. Other people present

Examiners can be accompanied by a senior examiner to quality assure their performance. Whenever possible, the examiner will tell the PDI a few minutes in advance when this is going to happen. If they 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.

In the waiting room examiners should ask the PDI if they would like to have their trainer/mentor or friend with them for the test, test result and end of test feedback. The accompanying person must be at least 16 years of age. The examiner should, where necessary, tactfully explain that the third party must not interfere with, or comment on, the test without giving the impression the third person is not welcome.

If a trainer is known to regularly observe their trainees on test it is not necessary to comment.

If a trainer/mentor intends to accompany the PDI and the test is also planned for supervision, the supervising examiner will decide whether 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. Examiners should make sure the PDI understands what they are required to do.

They 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 the test centre.

The examiner should then ask the PDI,

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

The examiner 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 the examiner is satisfied that they have the information they need and that the PDI understands what's going to happen, the examiner will 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, the examiner 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 3 sample reporting form and guidance).

Whatever their overall score 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 the examiner, the pupil or any third party in immediate danger, so that they have to stop the lesson.

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

The examiner will note the grade the PDI has achieved on the assessment form and give them a copy. They will also offer feedback on the PDI's overall performance, using the profile of the marks 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 an examiner's 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 the examiner should record the relevant code on the journal.

3.15. Assessment

The examiners 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 this is picked up, especially where it could lead to a safety issue. However, the examiners 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, the examiner should record the assessment, on the assessment form, immediately after the Part 3 test has been completed, taking into account the guidance given above. They 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 the examiner, the pupil or any third party in immediate danger the examiner should stop the lesson. They 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, the examiner 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 the examiner does not have reason to award an automatic fail, they should 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.

Examiners should ensure all the boxes are completed and checked before handing any documentation to the PDI.

If an examiner has terminated the test in the interest of safety and recorded an automatic fail under risk management, they 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:

ADI Decisions Team
DVSA
1 Unity Square
Nottingham
NG2 1AY

NB: If the test is a third attempt fail, the second copy should be marked 'Third Attempt' on the top left of the ADI Part 3 (SC) directly under the DVSA logo. (This will alert the ADI Decisions Team to revoke a trainee licence, where applicable).

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 directed to the relevant section on [GOV.UK](https://www.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 the examiner has finished filling in the assessment form they should inform the PDI the grade they have achieved. If they have been assessed as a Fail they must be told clearly that their instruction is not at an acceptable level.

The examiner can then give feedback that is more detailed but, if they do this, they 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 the examiner 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. The examiner 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 their 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.

The examiner should note, in the box marked 'debrief / feedback offered', the areas that were highlighted in the feedback to the PDI. They should not simply write the competence itself because that is identifiable, but they should 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, the examiner 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.

Examiners are not taking the role of an ADI trainer or tutor. They should make full use of their counselling skills and be aware of any 'body language', which may give an indication as to how the PDI is reacting to the feedback and be prepared to vary their 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. Examiners 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 test 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 mirrors-signal-manoeuve (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	

3.24. Sample reporting form and guidance



**Driver & Vehicle
Standards
Agency**

INFORMATION			
Candidate's name	<input style="width: 90%;" type="text"/>	Location	<input style="width: 90%;" type="text"/>
PRN	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Date	<input type="text"/> <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> <input type="text"/>
I declare that my use of the test vehicle for the purposes of the test is covered by a valid policy of insurance which satisfies the requirements of the relevant legislation. <input style="width: 100%; height: 40px;" type="text"/>		Dual Controls	
		Yes <input type="checkbox"/> No <input type="checkbox"/> Reg No <input style="width: 150px;" type="text"/>	
		Log book	
		Yes <input type="checkbox"/> No <input type="checkbox"/> Trainer PRN <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
Trainee Licence		ORDIT	
Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Accompanied? QA <input type="checkbox"/> Trainer <input type="checkbox"/> Other <input type="checkbox"/>			

ASSESSMENT				
Lesson	Competence			
Student: Beginner <input type="checkbox"/> Partly trained <input type="checkbox"/> Trained <input type="checkbox"/> FLH New <input type="checkbox"/> FLH Experienced <input type="checkbox"/>	0	1	2	3
Lesson theme:	No evidence	Demonstrated in a few elements	Demonstrated in most elements	Demonstrated in all elements
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 style="width: 50px;" 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 style="width: 20px;" 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 style="width: 20px;" 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 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	<input style="width: 20px;" type="text"/>			
Overall score	<input style="width: 20px;" type="text"/>			

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 style="width: 95%;" type="text"/>		
Examiner Name	Signature <input style="width: 150px;" type="text"/>		

31/2017

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 an examiner observes the lesson, they 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 them 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?

The PDI should encourage the pupil to self-reflect, seek clarification or further knowledge and understanding when appropriate. This will involve the PDI interacting with the pupil, creating a learning environment that encourages two-way discussion and coaching them to ask the relevant questions relating to any circumstance that may improve learning outcomes.

Dependent on individual learning styles, some pupils may be reluctant to participate but the PDI should still promote the benefits of asking questions to the pupil. Any 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:

- The PDI creating a learning environment that encourages the pupil to ask questions throughout the lesson.
- responding openly, readily and appropriately to queries

- providing answers of sufficient content or directing the pupil to suitable sources of information
- actively confirming 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:

- PDI making no effort to encourage the pupil to ask questions.
- refusing to respond to queries
- providing inaccurate or incomplete 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 (SC) 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 and Standards Check results > 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 the examiner does 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 they are unable to input data for an extended period i.e. they do not have access to a computer prior to going on leave, the examiner should telephone Newcastle with the results.

If the examiner realises they need to amend the form and it has been removed from the folder, they should contact Newcastle 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) 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 an examiner 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 the examiner 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, occasional DTCs' or out-stations are not usually suitable because of the restrictions they impose. The ADI will get a letter inviting them to book an appointment, they will have 14 days to do this. ADIs that do not book an appointment or those who have failed a previous standards check or are required by the Registrar to attend, will have an appointment booked for them. 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 an examiner 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.

The examiner should tell the ADI that you cannot accompany the lesson for health and safety reasons if they are told that the proposed lesson plan includes elements which require the trainee to take advantage of the exemptions. The examiner 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

Examiners 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

The examiner will observe the ADI delivering a normal lesson to a pupil for about an hour. The time the lesson commences in the car and the time the lesson ceases should be noted on the SC1 in the space below the outcome box. (NB these times relate solely to the lesson delivery and do not include any discussions with the ADI).

The examiner 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, the examiner should encourage the ADI to introduce the pupil to them 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 the examiner should record what the theme was in the 'other' box.

Before the lesson starts, the examiner will ask the ADI some questions about their pupil.

They should be able to tell the examiner:

- roughly how many hours of tuition their pupil has had and what level of experience they are i.e. Partly trained, Trained, FLH etc. No assumption should be made by an

examiner on the ability of the pupil purely because of the number of hours tuition they have received. Different people learn in different ways at different speeds

- 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 the examiner 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 for the lesson.

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

An examiner can make notes during the lesson to help them identify locations that may not be familiar to them. They 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

Examiners can be accompanied by a senior examiner to quality assure your performance. Whenever possible, the examiner will tell the ADI in advance when this is going to happen. If they 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.

In the waiting room examiners should ask the ADI if they would like to have their trainer/mentor or friend with them for the standards check, result and end of test feedback. The accompanying person must be at least 16 years of age. The examiner should, where necessary, tactfully explain that the third party must not interfere with, or comment on, the test without giving the impression the third person is not welcome.

If a trainer is known to regularly observe an ADI on a standards check it is not necessary to comment.

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, the examiner will 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. The examiner 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?’

The examiner will then ask about the pupil’s background and how much experience they’ve had. For example, the examiner could say:

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

When the examiner is satisfied that they have the information they need and that the ADI understands what’s going to happen, the examiner will 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, the examiner will 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.

The examiner will note the grade the ADI has achieved on the assessment form and give them a copy. They will also offer feedback on the ADI's overall performance, using the profile of the marks 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 the examiner's 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 journal should be marked with the relevant code. The electronic result form should be completed as normal and 'FTA' recorded.

Where an ADI cancels the standards check at the driving test centre, the electronic result form should be completed, and Newcastle informed of the reason for cancellation.

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

XXXXXXXXXX
XXXXXXXXXXXXXXXXXX
XXXXXXXXXXXX
XXXXXXXXXXXXXXXXXX

Email: Standardscheck@dvs.gov.uk

User ID - xxxxxxxx

PRN - xxxx

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, the examiner should make sure they have prepared the reporting form for the standards check (SC1). They 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 the examiner should note that failure on the results form and contact the bookings team with the details as soon as possible.

4.15. Greeting the ADI

When the ADI arrives, the examiner should introduce themselves courteously. They should wear their name badge. Please remember that shaking hands is not acceptable to everybody. The examiner 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 PRN is not available on the journal, then it should be copied from the ADI certificate when this is checked. If any doubts exist, then identity should be checked by asking the ADI to confirm the first line of their address.

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 the examiner should not proceed with the standards check.

If the ADI attends without a pupil, the examiner 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](#)) the examiner 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 is possible 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 examiner's safety and suitable insurance must be in place. If there are 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

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

4.18. Assessment

The examiner's 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 this is picked up, especially where it could lead to a safety issue. However, the 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 the examiner should record their assessment, on the assessment form, immediately after the standards check has been completed, taking into account the guidance given above. They 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 the examiner, the pupil or any third party in immediate danger they should stop the lesson. The examiner 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 the examiner 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 the examiner has 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 the examiner does 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 copy sent to Nottingham and the third copy is for the examiner's records and should be stored in line with guidance provided.

Second copies should be posted to:

ADI Decisions Team
DVSA
1 Unity Square
Nottingham
NG2 1AY

NB. Where a third unsatisfactory standards check takes place, the second copy of the report form should be marked 'Third attempt' and posted that day to Nottingham.

Additionally, on a third attempt fail only, the examiner should send an email to their ADI Enforcement Manager, copying in [PADJ](#) with the name and PRN of the unsuccessful ADI. This will allow the manager to ensure appropriate follow-up action has been taken.

4.21. Giving feedback

Once the examiner has finished filling in the assessment form, they should inform the ADI the grade they have achieved. If they have been assessed 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.

The examiner can then give more detailed feedback but, when they do this, they 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. The examiner 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 standards check form, SC1, the examiner 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. The examiner 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 an examiner's role to tell the ADI what they should have done. It is for the ADI to reflect on how to improve their performance.

The examiner should note, in the box marked 'debrief / feedback offered', the areas of competence not met that have been highlighted in the feedback to the ADI

If the ADI has 'failed' their standards check, they must be advised to seek further development / guidance 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 ADI failed the third check and they have been advised that the result will be reported to the Registrar for consideration, or if the debrief was not delivered for any reason. Any "No" recorded should have the reason noted in the debrief notes box.

4.22. Test results

At the end of the working day results should be recorded on the R Drive on the desktop. Access ADI/LGV/Admin> ADI Part 3 and Standards Check results to inform staff at Newcastle of the outcome of the day's tests. Once completed, they should be saved as "DTC – Date – Examiner initials" into the results folder. A separate form will be needed for each day of standards checks. 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 examiners 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 examiners are unable to input data for an extended period i.e. they do not have access to a computer prior to going on leave, they should telephone Newcastle with the results. If an examiner realises they need to amend the form and it has been removed from the folder, they should contact the team immediately.

Examiners should specifically highlight any tests where they had to stop the lesson or the ADI scores 7 or less in the section marked risk management.

It is extremely important that standard check fail results are recorded correctly.

Examiners must file all standards check reports in a safe and secure location. This will be according to local management practice. Confidentiality and security are essential.

If the examiner had 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 3.06). The Registrar will monitor these cases.

4.23. Working with the bookings team

An examiner conducting standards checks should be in regular contact with their ADI Enforcement Manager to help ensure that programming of standards checks is as productive as possible. The standards check booking team allocate slots into a programme and standards checks can be booked up to 18 weeks in advance.

Standards check booking team will select those ADIs who are on the priority list 'P'.

4.24. Provision of answers by the Enforcement Directorate

If, during a standards check, an ADI asks an examiner a question which they cannot answer using the sources they normally have available, they should seek guidance from their local ADI Enforcement Manager / QA&I HEO. If they cannot answer the question, they can refer it to the Driver Training Policy Team. They should set out the precise question the ADI asked and send it to their ADI Enforcement Manager along with any additional information they think is relevant. The Driver Training Policy Team will send them their response and they should include it, in full, in the reply to the ADI.

It is essential that any questions raised by the ADI are answered as quickly as possible. Examiners must work closely with the Policy Team to make sure that any advice which the Enforcement 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. Examiners 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 mirrors-signal-manoeuve (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	

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4.31. Sample reporting form and guidance



Driver & Vehicle
Standards
Agency

INFORMATION					
Trainer Name	<input type="text"/>		Location	<input type="text"/>	Outcome <input type="text"/>
PRN	<input type="text"/>	<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"/>	

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"/>				
Lesson theme:	Junctions <input type="checkbox"/> Town & city driving <input type="checkbox"/> Interacting with other road users <input type="checkbox"/>	No evidence Demonstrated in a few elements Demonstrated in most elements Demonstrated in all elements			
Dual carriageway / faster moving roads <input type="checkbox"/>	Defensive driving <input type="checkbox"/> Effective use of mirrors <input type="checkbox"/>				
Independent driving <input type="checkbox"/> Rural roads <input type="checkbox"/> Motorways <input type="checkbox"/> Eco-safe driving <input type="checkbox"/>	<input type="text"/>				
Recap a manoeuvre <input type="checkbox"/> Commentary <input type="checkbox"/> Recap emergency stop <input type="checkbox"/> Other <input type="text"/>					
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"/>			
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"/>			
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"/>			
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)			
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)			
Was advice given to seek further development?			
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 the examiner observes the lesson, they 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 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?

The ADI should encourage the pupil to self-reflect, seek clarification or further knowledge and understanding when appropriate. This will involve the ADI interacting with the pupil, creating a learning environment that encourages two-way discussion and coaching them to ask the relevant questions relating to any circumstance that may improve learning outcomes.

Dependent on individual learning styles, some pupils may be reluctant to participate but the ADI should still promote the benefits of asking questions to the pupil. Any 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:

- The ADI creating a learning environment that encourages the pupil to ask questions throughout the lesson.
- responding openly, readily and appropriately to queries
- providing answers of sufficient content or directing the pupil to suitable sources of information
- actively confirming 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:

- ADI making no effort to encourage the pupil to ask questions.
- refusing to respond to queries
- providing inaccurate or incomplete 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 directions 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.

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 carrying out checks prior to a standards checks, 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)

About the ORDIT inspection

6.01 Skills, knowledge and understanding required to be an effective trainer of Potential Driving Instructors (PDI) and to provide remedial training to Approved Driving Instructors (ADI) in preparation for the standards check.

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

The aim of the ORDIT inspection is to allow the ADI Enforcement examiner to assess the ORDIT trainers ability to deliver a client centred training session delivered appropriately to the needs of the PDI/ADI. The ORDIT inspection will be conducted with an examiner observing the ORDIT trainer delivering a training session lasting approximately 1 hour.

The ORDIT trainer is responsible for the training session theme. They should make sure they have sound knowledge of the area around their chosen driving test centre (DTC) so they can:

- Plan their training session.
- Change the original training plan should the need arise.

The ORDIT trainer can present a PDI who is embarking on the ADI qualifying route, an ADI who is preparing for a standards check with an appointment booked or an ADI who has been unsuccessful on a previous standards check in need of remedial training.

6.02 ORDIT Invitation

An ORDIT trainer will apply for an inspection to the ORDIT Team in Nottingham when wishing to enter the Register for the first time. An ORDIT trainer already on the Register will get a letter asking them to pay for their inspection within 14 days. Unsuccessful ORDIT inspections will be manually re-booked upon receipt of the relevant fee. Requests for inspections will be sent to the appropriate ADI Manager who will allocate them to a member of their team. Inspections will be arranged by the ADI examiner at a mutually convenient date and time, following checks with Deployment. Once the inspection date is agreed, confirmation should be sent by email to the trainer, copying in the ADI Manager, Deployment and the ORDIT Team.

On occasions, a trainer may have difficulty agreeing an appointment if no PDI is available. Where attempts made to arrange an inspection are unsuccessful, the ORDIT Team should be notified, copying in the ADI Manager. ADI Managers should monitor inspection requests and follow up on those not actioned within 10 working days.

6.03 Training themes

The ORDIT trainer has options as to how to deliver training. The ORDIT trainer can accompany the PDI whilst they deliver a lesson to a pupil and provide regular guidance and feedback from the rear of the car. Alternatively, the ORDIT trainer can role-play a beginner, partly trained, fully trained or full licence holder (new or experienced), simulating faults for the PDI/ADI to correct. Lesson themes include;

- Prepare to train learner drivers
- Design learning programmes
- Enable safe and responsible driving
- Deliver driver training programmes
- Manage risk to instructor, learner and third parties
- Evaluate and develop knowledge, understanding and skills in the driver training industry
- Other themes as appropriate

6.04 Conducting the ORDIT Inspection

Only instructional training will be inspected unless the ADI Registrar has requested otherwise. Driver training could be inspected if there are concerns over the quality of PDI being presented for ADI Part 2 test.

6.05 Format of the ORDIT inspection

All ORDIT inspections must be conducted in English or Welsh.

The examiner will assess the ORDIT trainer's ability to deliver a meaningful training session in line with the requirements in Role 6 of the [National standard for driver and rider training](#).

6.06 ADI Enforcement examiners preparation for the inspection

The ADI Enforcement examiner should complete the relevant sections of the ORDIT 1 form before the inspection commences. This should include the location, date, name and PRN of the trainer, their organisation, if known, and whether it is a first inspection, re-inspection or re-registration.

When meeting the ORDIT trainer they should be made to feel welcome with a handshake and use of customer service skills to promote a friendly, relaxed atmosphere.

The examiner should also record the PRN of the PDI/ADI client on the assessment form and the registration number of the training vehicle. The examiner **must** view the trainers ADI certificate (or ORDIT certificate if already on the register) before the session begins.

The ORDIT trainer can be accompanied by the PDI/ADI to the waiting room at the DTC. If the PDI/ADI decides to wait in the car, the examiner should encourage the ORDIT trainer to introduce the PDI/ADI to them in a relaxed way and they should shake hands thanking them for allowing the examiner to accompany their training session.

The ORDIT trainer should tell their PDI/ADI to behave exactly as they would normally. Some find that it helps to put their PDI/ADI at ease if they explain:

- That the examiner is there to assess their ability to provide client centred training in order to become an ORDIT trainer or retain their ORDIT registration.
- To make sure that the quality is in-line with National Standards.

The ORDIT trainer should prepare a training session, with their PDI/ADI, based on the student's learning needs or agreed development strategy.

The training theme for the session may be one of those listed on the ORDIT assessment form, but it may be something else. In that case, the examiner should record what the theme was in the 'other' box.

Before the session starts, the examiner will ask the ORDIT trainer some questions about their PDI/ADI, this aspect will need to be managed and delivered in private.

They should be able to tell the examiner:

- What elements of NDRTS they have covered to date.
- Strengths and weaknesses of the student.
- Training theme for the forthcoming session.

The ORDIT trainer **must** show the examiner their PDI/ADI training record before the start of the session. If this is a first inspection, the trainer **must** evidence how they intend to record progress.

If the PDI is delivering a lesson to an actual pupil, the PDI should also be expected to have pupil records. If it transpires that the PDI does not have pupil records the session should continue but the ORDIT trainer would be expected to develop the PDI accordingly.

The examiner can make notes during the session to help them identify locations that may not be familiar to them. The examiner should destroy the notes as soon as possible after the ORDIT inspection is complete. The only record of the ORDIT inspection will be the completed report form.

6.07 Other people present

Examiners may be accompanied by a senior examiner to quality assure their conduct of the inspection. Whenever possible, the examiner will tell the ORDIT trainer in advance when this is going to happen. If they could not tell the ORDIT trainer before the inspection, 5 minutes will be allowed for the ORDIT trainer to explain to the PDI/ADI what is happening. The lesson can include (if the trainer wishes) driving to the nearest garage or tyre centre to inflate the car's tyres to the recommended pressures for a heavier load. This is more likely to happen if the ORDIT trainer is providing development from the back seat whilst the PDI is teaching a pupil.

The ORDIT trainer is permitted to have their trainer accompany the session.

6.08 At the start of the ORDIT inspection

When the ORDIT trainer arrives at the test centre, the examiner will confirm their identity and complete the necessary paperwork.

The ORDIT inspection requires the ADI to show their competence against all the criteria on the assessment form. There is no need to ask whether the ORDIT trainer understands the process because this should be their area of expertise. However, customer service is still very important so if examiners are asked a question and feel an answer would be appropriate, one should be provided.

It should be explained that the ORDIT inspection should last for around one hour with approximately 10-15 minutes for the profiling and then a further 15 minutes for feedback.

6.09 At the end of the ORDIT inspection

When the ORDIT trainer has completed their recapitulation of the training session with the PDI/ADI, the examiner should explain that they will return to the office to complete the assessment. Afterwards the examiner will discuss/profile the session in private and deliver the overall result and feedback.

The examiner should not provide the profile with the PDI/ADI client present. However, the ORDIT trainer may request that a third-party, such as their mentor or trainer, is present for the feedback. It should be noted the third-party may act as an observer but not take part in the discussion.

6.10 Completing the assessment

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

- Trainer's lesson planning
- Trainer's management of risk
- Trainer's teaching and learning strategies

The inspection-marking sheet is the ORDIT 1 assessment 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 ORDIT trainer is strong and where they need to do some more development work.

Marks will be given as follows:

- no evidence of competence = 0
- competence demonstrated in a few elements = 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 ORDIT trainer 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 trainer identify the trainee instructor’s learning goals and needs?’

To fully satisfy this requirement the ORDIT trainer must:

- actively recognise the need to understand the PDI/ADI experience and background
- ask suitable questions
- encourage the PDI/ADI to talk about their goals, concerns etc. and actively listen to what the PDI/ADI has to say
- understand the significance of what they say
- recognise other indications, e.g. body language, that the PDI/ADI 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

An ORDIT trainer who does not attempt to understand their needs would be demonstrating no evidence of competence and be marked 0.

An ORDIT trainer 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 ORDIT trainer who grasps the importance of understanding the PDI/ADI’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 ORDIT trainer a score of 3 - the examiner is effectively saying that this is an area where the trainer 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 ORDIT trainer’s performance is just acceptable but there are clear areas where they could improve and if this was to be repeated across a wide range of competencies would not give sufficient evidence of competence overall.

If they give a score of 1 - they are saying the ORDIT trainers performance is not acceptable and the trainer 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 trainee instructor's learning goals and needs? = 0
- Was the session structure suited for the trainee instructor's level of ability? = 2 or 3

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

An ORDIT trainer may have knowledge of a PDI/ADI learning goals from earlier lessons. If this becomes clear during the session then, logically, it would also be wrong to give a 0 against the first competence. The maximum mark an ORDIT trainer can gain is 51 and the score achieved will dictate the final grade. Whatever their overall marks an ORDIT trainer will automatically fail if they:

- achieve a score of 7 or less on the management of risk section
- At any point in the lesson, behave in a way, which puts you, the PDI/ADI client or any third party in immediate danger, so that you have to stop the lesson.
- score less than 43 (must achieve a grade A)

The examiner will note the grade the ORDIT trainer has achieved on the assessment form and give them the top copy at the end of the inspection. They will also offer feedback on the ORDIT trainer's overall performance, using the profile of the marks given them as the basis. No other written report will be made, as performance and development needs are clearly identified on the assessment form.

6.11 Appeals

ORDIT trainers can appeal to the ADI Registrar if they think that their inspection wasn't conducted in accordance with the guidelines. However, they cannot appeal against the decision.

6.12 ORDIT trainer's cancellation of inspection or failure to attend

If an ORDIT trainer fails to attend (FTA) at the date and time booked by them the ORDIT programme and report form should be marked FTA.

Where an ORDIT trainer cancels their inspection, the appropriate reason code should be recorded (if known). The 'reason for non-attendance' codes are:

CODE	DESCRIPTION
OC1	No PDI/ADI client
OC2	ORDIT trainer sick (medical evidence required)
OC3	ORDIT trainer domestic problems (evidence required)
OC4	No acceptable reason (or any) given

The ORDIT inspection should be recorded as an FTA unless the trainer provides adequate evidence to justify the cancellation.

6.13 Preparation of documents

Before the ORDIT trainer arrives, the examiner should make sure they have prepared the ORDIT 1 form for the inspection. They should enter the ORDIT trainer's details on the form from the ORDIT journal. Information should include:

- Trainer's name
- Trainers Personal Reference Number (PRN)
- Location of inspection
- Date
- Inspection type (new trainer, re-inspection, re-registration)
- Establishment / training organisation

NB: If the training session is with a PDI and a pupil in the front and trainer in the rear, 'Trainer role play' should be ruled through and 'Pupil' written above. The level of the pupil can then be annotated once this has been established.

6.14 Greeting the ORDIT trainer

When the ORDIT trainer arrives, the examiner should introduce themselves courteously. They should wear their name badge. It should be remembered that shaking hands is not acceptable to everybody.

The examiner must check the identity of the person who has presented themselves for the inspection and ask to see their ADI registration certificate (badge) or ORDIT badge. If the PDI/ADI client is paying for the session, 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 ORDIT trainer cannot produce either their ADI certificate or ORDIT badge the examiner should not proceed with the inspection.

It could be the ORDIT trainer or the PDI/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 inspection should not proceed.

The ORDIT trainer **must** supply training documents for the examiner to inspect. If it is a first time inspection an overview of how the trainer intends to record progress is acceptable, this may include blank templates. Should the trainer not provide training records, but the practical session is satisfactory, the result of the inspection should be held until such time the trainee records have been viewed.

6.15 Vehicle to be used

The vehicle used for an ORDIT inspection must meet minimum test requirements and, as far as it is possible 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 ORDIT trainer is accompanying a PDI who is teaching a learner driver. L-plates should also be used if the ORDIT trainer intends to role-play a learner. It should be a right-hand drive vehicle with rear seat belts in working order which must be fitted and must be used. If there is the facility for rear head restraints these must be fitted to ensure the examiner's safety and suitable insurance must be in place. If there are any doubts about a car's suitability, or if the ORDIT trainer proposes using a small vehicle which has limited passenger space in the rear, especially if a supervised test, the examiner may decide to decline. Failure to attend in a suitable car could result in the ORDIT trainer's removal from the ORDIT Register.

6.16 Risk Management

The examiner should not wilfully place themselves, the ORDIT trainer, the PDI/ADI client, any pupil or other road users at risk at any time.

6.17 Assessment

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

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

The trainer should, where it is correct and safe to do so, feel free to introduce wider issues from the driving standard into the session, such as behaviour and attitude, assessing personal fitness to drive, the use of alcohol or drugs or dealing with aggression. If, for example during role-play, a pupil (trainer in role) offers an inappropriate comment about the use of alcohol it would be appropriate for the PDI/ADI to challenge this. Similarly, it would be appropriate for the PDI/ADI to encourage the pupil to think through what might happen, in particular situations, if the conditions were different.

If opportunities arise for discussion regarding the higher levels of the Goals for Driver Education (GDE) matrix these should be expected to take place and may occur while on the move. However, too many unnecessary instructions or words of guidance from the trainer can both de-motivate the PDI/ADI and create a real hazard.

6.18 Recording assessment

In normal circumstances the examiner should record their assessment, on the ORDIT 1 assessment form, immediately after the inspection has been completed, taking into account the guidance given above. They should record the main training theme of the training session and what level of experience the PDI/ADI is dealing with e.g. FLH for a full licence holder.

If, in the unlikely event during the training session (more probable when the ORDIT trainer sits in the rear with the PDI teaching an actual pupil the ORDIT trainer behaves in a way which puts the examiner, the PDI/ADI client or any third party in immediate danger the examiner should stop the session. They should put a tick in the appropriate 'Yes' box in the review section and mark the form as a Fail.

If the ORDIT trainer scores 7 or less in the section marked management of risk, the examiner should put a tick in the appropriate 'Yes' box and mark the form as a Fail. The trainer 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 the examiner has to stop the training session and record a Fail, this outcome **must be** referred to the ADI Registrar.

Assuming the examiner does 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 ORDIT inspection, the outcome box on the form should be marked with the grade achieved: 'A' or 'Fail' are the only options.

6.19 Documentation

The top copy of the completed ORDIT 1 form should be handed to the trainer following the verbal feedback. The third copy is for the examiner to retain and the second copy should be posted to:

ORDIT Section
DVSA
1 Unity Square
Nottingham
NG2 1AY

When a second ORDIT inspection is unsatisfactory (a re-inspection), the ORDIT team should be contacted via email notifying them of the result and score, informing them that the ADI may now require a standards check to retain entry on the ADI Register.

The ORDIT journal should be completed with the result and the score (this may be needed when determining the priority in seeing the ADI for a standards check). The journal should then be emailed to the ORDIT Team, copying in the ADI Enforcement Manager.

6.20 Giving feedback

When the examiner has finished filling in the assessment form they should inform the ORDIT trainer of the result they have achieved. **Only a grade 'A' is acceptable as a pass.** If they have been assessed as a Fail they must be told clearly that their training methods are not at an acceptable level.

Depending on the reasons for the unsatisfactory assessment the ORDIT trainer should be told they would need to have a further ORDIT inspection, within 3 months, and they should apply to the ORDIT section for another appointment.

The examiner can then give feedback that is more detailed but, if they do this, they must make sure that it relates to the competences against which the ORDIT trainer has been assessed:

- Trainer's lesson planning
- Trainer's management of risk
- Trainer's teaching and learning strategies

The purpose of feedback is to help the ORDIT trainer understand where they failed to demonstrate full competence and where they need to focus their efforts when undertaking further development in preparation for their second attempt. The examiner should not leave the ORDIT trainer in any doubt as to why the session was unsatisfactory and provide them with the evidence.

With the ORDIT 1 form, the examiner will be able to show the ORDIT trainer's '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. However, it is important to remember that it is not part of the examiner's role to tell the ORDIT trainer what they should have done; hopefully self-reflection will provide those answers.

In the box marked 'feedback offered to trainer', the examiner should note the specific examples of the areas of competence not met.

If the ORDIT trainer has 'failed' their inspection, the examiner must advise them to seek further development or guidance via an ORDIT 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 ORDIT trainer has failed the second attempt. However, because the next attempt will be a standards check, the examiner may still decide to encourage additional development. Any "No" recorded should have the reason noted in the debrief notes box.

6.21 Unsatisfactory inspections

At the end of the working day, the examiner should complete the ORDIT journal to inform staff at Newcastle/Nottingham of any inspections that were unsatisfactory. Examiners should specifically highlight any inspections on the day where they had to stop the lesson or the ORDIT trainer scores 7 or less in the section marked management of risk.

It is extremely important that ORDIT results are recorded correctly.

Your journal entry should read -

For a pass =	<i>Grade – Score</i>	e.g. (A/49)
For an automatic fail =	<i>Grade – Risk 7 or less - Attempt</i>	e.g. (Fail/Auto/1)
For a risk to public safety =	<i>Grade – Termination – Attempt</i>	e.g. (Fail/Terminated/2)
For a overall fail =	<i>Grade – Score- Attempt</i>	e.g. (Fail/38/1)

A performance that might be graded 'B' on a standards check is an ORDIT fail overall.

Examiners must highlight the recorded result on all second attempt fails that are entered on the ORDIT journal.

Following two ORDIT inspection fails, a standards check may be required to ensure continuation on the ADI Register. The examiner must ensure the unsuccessful ORDIT trainer has been re-booked. This can be done by contacting the standards check booking team in Newcastle via email copying in the ADI Enforcement Manager.

Following a subsequent standards check failure result, examiners should forward a copy of the SC1 standards check form, at the earliest opportunity, marked 'Third attempt' to:

ADI Decisions Team
DVSA
1 Unity Square
Nottingham
NG2 1AY

Examiners must file all ORDIT inspection reports in a safe and secure location. Confidentiality and security is essential.

6.22 Notifying the booking team of unavailability

An ADI Enforcement examiner, conducting all aspects of ADI activities should be in regular contact with the booking team to help ensure they are as productive as possible. The booking team allocate slots into the programme and book ADI tests up to 18 weeks in advance. Examiners must notify the team at the earliest opportunity via the ADI Enforcement Manager regarding any unavailability.

6.23 Provision of answers by the Enforcement Directorate

If after an ADI test, whether that be a Part 2 or 3, standards check or ORDIT inspection the PDI/ADI/trainer asks the ADI Enforcement examiner a question, which they cannot answer, the examiner should contact their ADI Enforcement Manager.

It is essential that any questions raised by the ADI are answered as quickly as possible. Examiners must work closely with the Driver Training Policy Team and ADI Section to make sure that any advice, which the ADI Enforcement Directorate gives about driving technique, instructional techniques or training accurately reflects the views of the Driver and Vehicle Standards Agency and NDRTS.

6.24 Possible training sessions/levels of role-play:

6.25 Beginner / partly trained, inexperienced learner

It must be understood that the ORDIT trainer will be either role playing the part of a beginner or accompanying a PDI teaching a novice driver.

The role of the trainer is to equip the PDI/ADI with the lesson planning skills, how to manage risk and how to select the appropriate teaching strategy for the learning style of their pupil.

Preparing to train a learner driver requires a degree of planning as per role 6 of the NDRTS and should;

- 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)

ORDIT trainers should be working to understand where the PDI/ADI is having difficulties and how they can help them develop sound basic teaching/coaching skills. If the PDI/ADI is not making the effort to understand and the ORDIT trainer is not responding, they are not demonstrating competence.

The ORDIT trainer in the first instance should be assessing whether the PDI/ADI has identified the pupil's learning goals and needs. If this does not happen or the PDI/ADI training style was not suited to the pupil's current ability, the ORDIT trainer has not demonstrated competence.

The ORDIT trainer should prioritise on teaching the PDI/ADI 'how' to teach using a client centred approach. ADI/PDI's do not all learn in the same way. Consequently, there is no single, correct, way to train.

It is important to understand that, at this level, a PDI (an ADI should be more confident) will not always 'get it right' as soon as the ORDIT trainer gives them some guidance or coaches them as to how to teach. They should understand the issue, at least in principle, and what they need to do in theory.

ORDIT trainers should use a variety of tools to encourage the PDI/ADI to analyse their own performance and to find solutions to problems. The trainer should be supportive and give suitable feedback, which may also include a demonstration. Technical information must be correct.

6.26 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 PDI/ADI to agree when they are ready to undertake formal assessment their ability to deliver a client centred lesson lasting approximately one hour. (element 6.3.3 - Enable safe and responsible driving)

The PDI/ADI will be teaching someone who is confident and feels that they are at the stage of refining their competence around 'what they need to do to pass the test'. The trainer may simulate a pupil who may:

- have 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
- have a poor attitude towards other road users and road safety in general. (differing levels of GDE Matrix).

The trainer needs to equip the PDI/ADI with the skills to challenge poor attitude etc. The trainer could simulate a pupil who is impatient and resistant to correction if they do demonstrate 'bad habits'. Simulation may also include the pupil having forgotten a lot of what they learnt when they did their theory test. This is where the trainer should be encouraging the PDI/ADI to link the 'known' with the 'unknown', practice and theory link.

During this aspect the ORDIT trainer will be explaining the importance of a 'lifetime of safe driving' and how best to sell the benefits to a pupil. Ideally, this aspect should be consolidated by practice.

6.27 New full licence holder (FLH)

The PDI/ADI will be teaching a pupil who has recently passed their driving test. Again, poor attitude may be an area to develop. However, the obvious reasons why an individual might come to an ADI (possibly a PDI on a trainee licence as well, although no motorway tuition is permissible) 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

The PDI/ADI will be expected to be able to deliver a client centred lesson across the full range of driving environments and to support and reinforce a commitment to life-long learning around driving. This should include the key principles of eco safe driving and the benefits they provide. The ORDIT trainer may elect to role-play some key risks for the PDI/ADI to provide the appropriate teaching strategy. There should be examples of how to be supportive but not over-instruct and how to give suitable and technically correct instructions or demonstrations where necessary.

The ORDIT trainer should develop the skills of the PDI/ADI in being able to find out what their pupil wants from the lesson and be able to put together a plan to deliver that. The PDI/ADI must, of course, identify and deal with bad habits that might have been acquired and should be made aware that 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.

6.28 Experienced full licence holder

At this stage, the PDI/ADI will be dealing with a pupil who 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 a PDI/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 PDI/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. The ORDIT trainer should facilitate this process and use appropriate methods to help the trainee.

They must, of course, identify key risks and deal with bad habits that might have been acquired. However, the PDI/ADI must deliver a lesson that will take the pupil forward in their learning. If the lesson does not deliver what the pupil needs the ORDIT trainer should provide the necessary support either within or outside the use of role-play.

6.29 Typical reflective log

The PDI/ADI should be encouraged to reflect on their personal performance and document the strong aspects along with particular areas in need of further improvement. ORDIT trainers should also keep a reflective log of their training delivery. Example below;

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	

6.30 Sample of ORDIT 1 assessment form.

[ORDIT 1 available here](#)

6.31 Planning

The purpose of all instructor training is to assess and develop the PDI/ADI'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.

6.32 Did the trainer identify the trainee instructor's learning goals and needs?

Usually this process will take place at the beginning of the training session. The trainee's workbook should also be referred to as part of a recap. However, when an ADI is on a remedial standards check training session, the SC1 from their standards check should be used.

The PDI/ADI should be fully engaged in deciding the format and content of the training session. If the ORDIT trainer has not worked with the PDI/ADI previously they may decide to do an assessment of their ability to deliver a client centred lesson. They also may lead by example and demonstrate the basic structure of a lesson/training session.

It is also important to remember that a better understanding of the PDI/ADI's needs may emerge as the training session progresses. It follows that this criteria cannot be 'ticked-off' at the beginning of the training session and then forgotten. There is a close link between all seventeen sub-competencies and that is why it is so important that the evidence recorded impacts on other aspects of the ORDIT trainer's performance.

As the examiner observes the training session they should be looking for evidence 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 an indication of competence include:

- ORDIT trainer encouraging the PDI/ADI to say what they want from the training session
- ORDIT trainer asking the PDI/ADI questions to ensure/confirm understanding
- ORDIT trainer checking understanding as the training session progresses
- ORDIT trainer listening to what the PDI/ADI is saying and responding when necessary
- ORDIT trainer taking note of body language or unacceptable behaviour

If the ORDIT trainer encourages the PDI/ADI to say what they want from the training session, asks questions to check understanding at the beginning and as the training progresses, listens to what they are saying, picks up on any uncertainty, body language and unacceptable behaviour they are likely to get a 3. If, on the other hand, the ORDIT

trainer does all the listening bits but fail to spot the PDI/ADI 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 the PDI/ADI's understanding or experience
- failing to note negative or concerned comments/unacceptable behaviour or body language that shows discomfort
- undermining the PDI/ADI's confidence by continually asking questions clearly beyond their knowledge or understanding
- pushing the PDI/ADI 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

6.33 Was the session structure suited for the trainee instructor's level of ability?

The training session structure should allow the PDI/ADI to progress at a manageable rate; stretching them without overwhelming them. For example, a pupil (possibly role played by the ORDIT trainer) 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/ADI identifies a potential risk issue that they want to check out first. If the risk is not identified by the PDI/ADI, the ORDIT trainer should provide the necessary support and confirm learning has taken place by asking some suitable questions. If this does not occur, the examiner will have evidence of lack of competence.

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

- ORDIT trainer ensuring the PDI/ADI understands what they plan to do and agrees with that plan. They are aware of how the original plan may need to be changed dependent on the performance of the pupil
- a session that develops the PDI/ADI's skills to reflect on the information given by the pupil, or ORDIT trainer role playing, and the learning goals they want to tackle
- building in opportunities for the PDI/ADI to check the statements made by the pupil or ORDIT trainer in role, before moving to more challenging situations. The ORDIT trainer should make best use of learning opportunities that arise during the session to challenge the PDI/ADI
- ORDIT trainer checking PDI/ADI theoretical understanding

Indications of lack of competence include:

- ORDIT trainer delivering a pre-planned, standard training session that doesn't take into account the PDI/ADI's expressed needs or concerns
- ORDIT trainer failing to build in a suitable balance of practice and theory
- ORDIT trainer failing to change the original plan to challenge the PDI/ADI

6.34 Did the trainer choose suitable practice areas and did the trainee instructor develop those skills?

The ORDIT trainer should use an area or route that allows the PDI/ADI to practise their ability to instruct safely and helps them achieve their goals. The area should provide some stretch and challenge, but without taking the PDI/ADI out of their competence zone. Has the PDI/ADI assisted in planning the appropriate area? If not why not?

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 PDI/ADI's capabilities and confidence

Indications of lack of competence include the ORDIT trainer allowing the PDI/ADI to take the pupil, or ORDIT trainer in role, 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

The ORDIT trainer would be expected to take control of such a situation and develop those skills in need of development. Why did the PDI/ADI choose that particular area? What do they intend to do now they have identified the pupil is struggling?

6.35 Was the training plan adapted to help the trainee instructor work towards their learning goals?

The ORDIT trainer should be willing and able to adapt if the PDI/ADI:

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

If the PDI/ADI's inability is creating a possible risk situation, the ORDIT trainer 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 ORDIT trainer rather than because the overall plan is wrong. Whatever the reason for adapting the plan, the ORDIT trainer must make sure the PDI/ADI understands what they are doing and why.

The ORDIT trainer's training session plan is one plan however, if the PDI/ADI's plan is also inappropriate the ORDIT trainer should use this as a learning opportunity.

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

- ORDIT trainer comparing the actual performance of the PDI/ADI with their claims and clarifying any differences
- ORDIT trainer responding to any faults or weaknesses that undermine the original plan for the session
- ORDIT trainer responding to any concerns or issues raised by the PDI/ADI

- ORDIT trainer picking up on non-verbal signs of discomfort or confusion.

Indications of lack of competence include:

- ORDIT trainer persisting with a plan despite the PDI/ADI being clearly out of their depth
- ORDIT trainer persisting with a plan despite the PDI/ADI demonstrating faults or weaknesses that should lead to a rethink of the plan
- ORDIT trainer changing the plan without reason
- ORDIT trainer failing to explain to the PDI/ADI why the plan has been changed or needs to be changed based on ORDIT trainers fault simulation

6.36 Trainer's management of risk

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 ORDIT trainer is responsible for their safety, the safety of the PDI/ADI 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 ORDIT trainer fails in this basic responsibility, at any time, they will fail the ORDIT inspection.

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

Where a PDI/ADI fails to deal with a developing situation the ORDIT trainer should at the earliest opportunity encourage the PDI/ADI to pull up on the left. Once safely parked a discussion should take place as to how the situation should have been managed, along with suggested suitable questions. This should then be consolidated in practice.

If this does not occur, the examiner will have evidence of a lack of competence.

6.37 Did the trainer discuss the responsibility for risk and develop the trainee instructor in sharing this?

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

- a. A pupil, or ORDIT trainer in role, 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/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.'

- b. A pupil, or ORDIT trainer in role, who has passed their driving test but has asked the PDI/ADI 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/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 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.'

If neither of this type of statement is used it does not automatically mean the examiner has evidence of a lack of competence. All depends on the history of the PDI/ADI's training. This aspect may have already been covered?

However, such opening statements are not all that is involved in meeting this criterion. The ORDIT trainer should be managing this process throughout the session. So, for example, if whilst in role as the pupil they make some sort of mistake carrying out a manoeuvre the PDI/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. The ORDIT trainer should ensure that the PDI/ADI understands the risks and the options for sharing responsibility and controlling it. So, for example, they might discuss how a PDI/ADI could help the pupil such as full talk through or the occasional prompt.

Examples they might use:

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

On the other hand, the PDI/ADI 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 ORDIT trainer should discuss with the PDI/ADI how they 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 PDI/ADI knows what is expected of them.

Again should this not happen the ORDIT trainer must provide solutions to allow the PDI/ADI to manage risk. This can be done using a variety of training techniques.

To ensure a 'lifetime of safe driving' the ORDIT trainer must equip the PDI/ADI with the tools to manage risk whilst providing instruction. Even if the PDI/ADI and the pupil, or ORDIT trainer in role, have had discussions about risk before the observed training

session, the PDI/ADI and ORDIT trainer must show that they are actively managing all aspects of risk.

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

- ORDIT trainer asking the PDI/ADI what is meant by risk
- ORDIT trainer encouraging the PDI/ADI to ask the pupil what sorts of issues create risk, such as the use of alcohol or drugs
- The PDI/ADI explaining clearly what is expected of the pupil and what the PDI/ADI can reasonably expect of the ORDIT trainer
- ORDIT trainer confirming the PDI/ADI 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:

- ORDIT trainer failing to address the management of risk
- ORDIT trainer giving incorrect guidance about where responsibility lies for management of risk
- ORDIT trainer failing to explain how and when the dual controls should be used or when verbal intervention may be more appropriate
- ORDIT trainer undermining the PDI/ADI's commitment to being safe and responsible, eg by agreeing with risky attitudes to alcohol use
- ORDIT trainer asking the PDI/ADI to repeat a manoeuvre or carry out a particular exercise without making sure that they understand what role is expected of them
- not promoting a shared responsibility to risk

6.38 Did the trainer ensure safe practices whilst in role, managing the balance of risk and fault simulation?

Any input from the ORDIT trainer must be sufficient, timely and appropriate. It is important that they discuss with the PDI/ADI to take account of the ability of the pupil when giving directions and instructions. Directions given late, or in a confusing or misleading way, do not allow the PDI/ADI to respond and can make weaknesses worse.

Too many unnecessary instructions from the ORDIT trainer can both de-motivate the PDI/ADI and create a real hazard. The level and timing of instructions and directions should be clear to the PDI/ADI. 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 PDI/ADI with unnecessary questions.

The level of fault simulation must not put the ORDIT trainer, the PDI/ADI or any third party at risk at any time. Dangerous or potentially dangerous faults should be avoided. There must be a clear link between the simulated fault and the learning goals of the PDI/ADI.

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

- ORDIT trainer explaining how to deliver clear, concise directions
- ensuring the PDI/ADI understands what they plan to do and agrees with that plan
- directions given at a suitable time so the PDI/ADI can respond and repeat if necessary
- ORDIT trainer role-playing consistently and appropriately
- fault simulation at a suitable location and level to help achieve learning goals

Indications of lack of competence include:

- giving directions too late
- giving unnecessary directions
- failing to recognise when the ORDIT trainer's input is causing overload or confusion
- in-consistent or unrealistic role-play
- fault simulation needlessly increasing the risk

6.39 Was the trainer aware of the surroundings and the trainee instructor's actions?

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

- take in all that is occurring around the vehicle
- observe the actions of the PDI/ADI, including comments and body language
- judge whether those actions are suitable in any given situation
- feedback on the behaviour of the PDI/ADI in the car
- respond accordingly

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

6.40 Did the trainer encourage the trainee instructor to use verbal or physical intervention appropriately?

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

The ORDIT trainer should provide a bespoke training session on the use of verbal or physical action. However, the ORDIT trainer may elect to 'test' the PDI/ADI's ability to control a developing situation during any training session.

When stationary it would be expected that inputs and interventions would take the form of a dialogue with the PDI/ADI. In the moving-car environment an ORDIT trainer remaining silent and signalling their confidence in the PDI/ADI, through their body language, is just as much a coaching input as asking a stream of questions. The ORDIT trainer should ensure the PDI/ADI understands when this may be appropriate.

Clearly the most important ‘interventions’ are those that manage risk in a moving car. We would expect an ORDIT trainer to point out situations in which a risk or hazard might arise to the PDI/ADI. However direct intervention by the PDI/ADI, to prevent a situation escalating, may be needed, this very much depends on the simulated fault/s from the ORDIT trainer. This criterion is primarily about the ORDIT trainer’s response in those situations.

If the response to risk from the PDI/ADI is disproportionate or none at all the ORDIT trainer is expected to provide the necessary input /support. After all that is their primary role, to train the PDI/ADI ‘how’ to instruct and control the risk.

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

- ORDIT trainer intervening in a way that actively supports the PDI/ADI’s learning process and safety during the training session.
- ORDIT trainer allowing the PDI/ADI to deal with situations appropriately
- examples given on how and when to safely intervene
- ORDIT trainer taking control of situation when the PDI/ADI is clearly out of their depth

Indications of lack of competence include:

- ORDIT trainer ignoring a developing situation and leaving the PDI/ADI to flounder
- ORDIT trainer taking control of a situation the PDI/ADI is clearly dealing with appropriately
- ORDIT trainer constantly intervening when unnecessarily
- ORDIT trainer intervening inappropriately and creating distractions
- ORDIT trainer undermining the PDI/ADI’s confidence
- reinforcing the ORDIT trainer as the person who is in sole control of the lesson.

6.41 Was accurate feedback used to help the trainee instructor develop safe practices?

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

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

- ORDIT trainer encouraging the PDI/ADI to select a safe place to stop to self-analyse the critical incident
- allowing the PDI/ADI time to express any fears or concerns the incident might have caused
- ORDIT trainer supporting the PDI/ADI to reflect clearly about what happened

- ORDIT trainer providing input to clarify aspects of the incident that the PDI/ADI does not understand
- ORDIT trainer to support the PDI/ADI to identify teaching strategies for future situations
- ORDIT trainer to provide input where the PDI/ADI does not understand what they should do differently
- ORDIT trainer checking the PDI/ADI feels able to put the teaching strategy in practice.
- ORDIT trainer agreeing ways of developing that competence if the PDI/ADI feels the need

Indications of lack of competence include:

- ORDIT trainer failing to examine the incident
- ORDIT trainer taking too long to address issues generated by an incident
- ORDIT trainer not allowing the PDI/ADI to explore their own understanding
- ORDIT trainer telling the PDI/ADI what the solution is and not checking their understanding
- ORDIT trainer failing to check the PDI/ADI's ability to put in place the agreed teaching strategy. Not adjusting the training session to accommodate this need.

6.42 Trainer's 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 ORDIT trainer can help the PDI/ADI to learn in an active way. Also, remember instruction based around the core competences used currently is good and still relevant. We must not throw that away. We are trying to increase the options available to an ORDIT trainer and instructors holistically. 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 PDI/ADI 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 from the ORDIT trainer is useful in helping a PDI/ADI in the early stages cope with new situations or supporting a PDI/ADI 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 ORDIT trainer may need to give direct instruction through a particularly difficult situation. That instruction forms part of a coaching process if the ORDIT trainer then encourages the PDI/ADI to analyse the problem and take responsibility for learning from it. A good ORDIT trainer will take every opportunity to reinforce learning.

The ORDIT trainer will take into account the learning style of the PDI/ADI and use the appropriate method. They may also use and develop other client centred techniques such as scaling, mind mapping or spiral learning. Whatever the technique it must suit the needs of the PDI/ADI and be technically correct.

6.43 Was the training style suited to the learning style of the trainee instructor and their current ability?

The ORDIT trainer should take into account all that they understand about the PDI/ADI. Ideally, they should review the PDI/ADI reflective log / personal record of achievement or SC1 Standards Check assessment form.

They should recognise that different PDI/ADI's will have different preferred approaches to learning, although these may only emerge fully over a number of sessions. Some PDI/ADI's may be very willing to learn actively and others may want opportunities to reflect before they make the next step in their learning. The ORDIT trainer 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 ORDIT trainer should be able to adjust their approach if evidence emerges of a different preferred style.

It is impossible to force learning on a PDI/ADI. Progress is always determined by what the PDI/ADI is comfortable with. The skill is recognising when the PDI/ADI has plateaued and stops learning. The pace of a session should be set by the PDI/ADI. On the other hand, a PDI/ADI should not be talked out of experimenting, if this is within safe bounds. The ORDIT trainer should confirm learning has taken place by passing more responsibility to the PDI/ADI or breaking the training sessions down to micro sessions.

When coaching, the ORDIT trainer should ensure that the tools used are suitable. If a question and answer technique is used this should match the PDI/ADI's level of ability and encourage them to use a higher level of thinking to give a response. If the ORDIT trainer is asking closed questions of the PDI/ADI who is demonstrating a high level of ability, unless this is to check knowledge, it is of little use. Asking open questions to a PDI/ADI 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; this is why ORDIT trainer performance reflection is key.

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

- ORDIT trainer actively working to understand how they can best support the PDI/ADI's learning process (they might not achieve a full understanding in the session – it is the attempt that demonstrates competence)
- ORDIT trainer modifying training style when or if they realise there is a need to do so
- ORDIT trainer providing accurate and technically correct demonstrations, instruction or information - giving technically incorrect instruction or information is an automatic fail if that input might lead to a safety critical situation
- ORDIT trainer using practical examples and other similar tools to provide different ways of looking at a particular subject. Mind mapping, was it executed correctly? Who took the lead?
- ORDIT trainer linking learning in theory to learning in practice
- ORDIT trainer encouraging and helping the PDI/ADI to take ownership of the learning process

- ORDIT trainer responding to faults not dealt with by the PDI/ADI in a timely manner
- ORDIT trainer providing enough uninterrupted time to practice new skills
- ORDIT trainer providing the PDI/ADI with clear guidance about how they might practice outside the training session.

Indications of lack of competence include:

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

6.44 Was the trainee instructor encouraged to analyse problems and take responsibility for their learning?

A key part of the client-centred approach is development of active problem solving. This means that the ORDIT trainer has to provide time for this to happen and has to stop talking for long enough for the PDI/ADI to do the work. The key thing to remember, however, is that different PDI/ADI's 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 PDI/ADI to come up with answers on the spot may be unproductive for some.

The ORDIT trainer may also decide to switch roles and provide an example as to how they would analyse and provide feedback. This could take several forms. Firstly, the analysis. What happened? Why? What are the potential consequences? In addition, how could the situation have been dealt with differently?

The ORDIT trainer may decide to ask the PDI/ADI to consolidate by taking responsibility. The use of the word 'may' is important because, as stated earlier, there is no hard and fast rule.

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

- ORDIT trainer providing time, in a suitable location, to explore any problems or issues that arose during the session or that were raised by the PDI/ADI
- ORDIT trainer providing timely opportunities for analysis; promptly in the case of risk critical incidents
- ORDIT trainer taking time and using suitable techniques to understand any problems the PDI/ADI had with understanding an issue

- ORDIT trainer suggesting suitable strategies to help the PDI/ADI develop their understanding, such as using practical examples or pointing them at further reading
- ORDIT trainer giving clear and accurate information to fill gaps in the PDI/ADI's knowledge or understanding
- ORDIT trainer leaving the PDI/ADI feeling that they had responsibility for their learning in the situation

Indications of lack of competence include:

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

6.45 Were opportunities used to develop the trainee instructor's skills in clarifying 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 training session. The use of practical examples and scenarios during a session gives the PDI/ADI a better understanding of when, how and why to use a particular technique. This can be done, for example, by asking the PDI/ADI to think about why certain subject areas are so important and what is the best technique to develop their pupil's skills in these areas?

The ORDIT trainer may decide to demonstrate the use of a variety of client centred tools but may do so incorrectly or not encourage interaction to assess the ability of the PDI/ADI. Opportunities to use the presence or behaviour of other road users should be explored.

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

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

Indications of lack of competence include:

- ORDIT trainer using examples the PDI/ADI cannot really understand through lack of experience

- ORDIT trainer using complex examples that the PDI/ADI doesn't have the ability to respond to
- ORDIT trainer failing to give the PDI/ADI time to think through the issues and come to their own conclusion
- ORDIT trainer imposing an interpretation without substance

6.46 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. Evidence of a lack of competence in the ORDIT trainer's ability to train has an impact on one or more sub competencies.

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

Information given must be comprehensive and linked to the NDRTS. Simply telling the PDI/ADI that they have done something wrong is unlikely to help them overcome the problem. Telling them they have done something wrong and saying, "please read role 6 element 3.1 ref create a climate that promotes learning" is far better. This can also be documented on the PDIADI's workbook/CPD log.

Any practical demonstration of instructional technique must be correct and suitable. The PDI/ADI should be engaged and given the opportunity to explore their understanding of what they are being shown by the ORDIT trainer.

Information given unnecessarily may not be helpful, for example continually telling the PDI/ADI what they should say/do and not allowing the PDI/ADI an opportunity to take responsibility for their level of instruction. Unclear or misleading instruction should also be avoided. If a PDI/ADI uses phrases such as 'you're a bit close to these parked cars' or 'move out slightly' the ORDIT trainer should correct using the appropriate coaching style. How close is 'a bit' and is it significant?

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

- ORDIT trainer giving clear, timely and technically accurate demonstrations or explanations
- ORDIT trainer checking understanding and, if necessary, repeating the demonstration or explanation

- ORDIT trainer finding a different way to demonstrate or explain if the PDI/ADI still does not understand

Indications of lack of competence include:

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

6.47 Was the trainee instructor given timely and appropriate feedback and developed to deliver feedback?

Feedback is an essential part of learning but the process must be balanced. A PDI/ADI needs to have a clear picture of how they are doing, against their personal training goals, throughout the session. 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 by the ORDIT trainer at an unsuitable time may be demotivating or actually dangerous. The ORDIT trainer sitting quietly and saying nothing can also be a very powerful form of feedback in some situations.

The PDI/ADI's ability to deliver feedback to the ORDIT trainer during role-play is an important instructional skill and should be developed constantly during training. The ORDIT trainer should provide scenarios to facilitate this happening and conversely provide their feedback on how well or not so well the PDI/ADI did. Consolidation is the key.

All feedback should be relevant, positive and honest. It is not helpful if the PDI/ADI or ORDIT trainer is giving unrealistic feedback which creates a false sense of ability. Where possible, feedback should not be negative. Rather than saying the PDI/ADI 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 PDI/ADI should have a realistic sense of their own performance so should the ORDIT trainer. Role 5 of the NDRTS refers to constant reflection. All parties should be applying the 'standard' in practice and be regularly referring to it.

Feedback is a two-way street. The ORDIT trainer should ideally, prompt it with the PDI/ADI responding to the pupil's questions or comments. The PDI/ADI should understand that the pupil's feedback should never be overlooked or disregarded.

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

- ORDIT trainer providing feedback in response to questions from the PDI/ADI
- ORDIT trainer seeking appropriate opportunities to provide feedback that reinforces understanding or confirms achievement of learning objectives
- ORDIT trainer providing feedback about failure to achieve learning objectives that helps the PDI/ADI achieve an understanding of what they need to do to improve
- ORDIT trainer providing feedback that the PDI/ADI can understand

- ORDIT trainer providing consistent feedback that is reinforced by body language

Indications of lack of competence include:

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

6.48 Was the trainee instructor encouraged to ask questions and were queries followed up and answered?

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

This goes back to what was stated earlier about confirming understanding. The question may also be linked to a particular method of client centred instruction, for example, the PDI/ADI may ask, "How would you mind map the appropriate response to an emergency vehicle?" At which point you would expect the ORDIT trainer to demonstrate and at some point pass the responsibility to the PDI/ADI to enable consolidation.

PDI/ADI's may not always have the confidence to ask direct questions. The ORDIT trainer should be able to pick up comments or body language that indicates uncertainty or confusion and use suitable techniques to explore possible issues. They should create a learning environment within the vehicle that encourages questions to be asked.

Remember that there are two aspects relating to asking questions;

- if the PDI/ADI is unsure about any aspect of the training they should be encouraged to ask the ORDIT trainer for clarification
- the use of appropriate questions to deal with a developing hazard or to confirm what the pupil is planning at a given time

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

- The ORDIT trainer responding openly and readily to queries
- ORDIT trainer providing helpful answers or directing the pupil to suitable sources of information

- ORDIT trainer actively checking with pupils if their comments or body language suggest they may have a question
- ORDIT trainer encouraging the pupil to explore possible solutions for themselves

Indications of lack of competence include:

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

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

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

The ORDIT trainer must not display inappropriate attitudes or behaviours towards other road users or industry professionals and should challenge their PDI/ADI if they display these behaviours.

This may occur when an ADI is receiving remedial standards check training. The ADI may actively disagree with the Enforcement ADI examiners assessment and profile. At this point, the ORDIT trainer should take control and explain the importance of receiving feedback and how that information enables the recipient to reflect on the specific performance areas in need of improvement.

Mutual respect is also important and should be promoted. Negative attitudes towards DVSA staff even in test centre waiting rooms is unacceptable and must be discouraged. The ORDIT trainer has a big task in selling the 'standard' in a positive light.

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

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

Indications of lack of competence include

- ORDIT trainer invading somebody's physical space or allowing the PDI/ADI to invade their pupil's space
- ORDIT trainer touching the PDI/ADI or the PDI/ADI making contact with their pupil unless it is necessary for safety reasons (ORDIT trainer not training best practice)
- ORDIT trainer using somebody's first name unless they have said that this is acceptable. As above if, PDI/ADI is with a pupil.
- ORDIT trainer commenting on the PDI/ADI appearance or any other personal attribute unless it has a direct impact on their ability to provide a client centred lesson, such as wearing shoes that make it difficult for them to operate the vehicle's pedals in the case of an emergency.

6.50 End of the session - was the trainee instructor encouraged to reflect on their own performance?

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

The PDI/ADI workbook should be annotated by the ORDIT trainer to document the discussions. Ideally, there should be a narrative outlining the 'good' aspects and the 'areas in need of further development', which, will assist in future training session planning.

6.51 Review

In all situations, the ORDIT trainer will maintain their awareness of what is going on around them, give reasonably clear and timely guidance/instruction and intervene in an appropriate and timely way to ensure that no safety-critical incidents occur. Their training techniques must be safe.

In the unlikely event of an ORDIT trainer losing control of a training session (More likely, if sat in the rear seat where a PDI is teaching an actual pupil) resulting in safety critical situations being allowed to occur. The ADI Enforcement examiner should apply the same guidelines as that for a standards check or ADI Part 3 examination.

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

The PDI workbook in particular is an important document. The ORDIT trainer should have a record themselves of all their PDI/ADI's progress. This can be electronic or hard copy and must be stored safely to protect personal data. The PDI workbook documents and evidences the PDI's learning journey and their compliance with the NDRTS. This must be assessed and be satisfactory for the ORDIT inspection as a whole to be deemed as satisfactory.

The ADI Enforcement examiner should take time to review and discuss the workbook with the ORDIT trainer. Bear in mind the document may not be what the ADI Enforcement examiner would use themselves if they were the trainer. The assessment should be whether the document evidences training in-line with the NDRTS and include:

- date of training
- training theme
- length of session
- PDI/ADI name
- signatures of trainer and trainee
- comments/reflection of trainer and trainee

The training records also protect the ORDIT trainer in the unlikely event of a PDI/ADI complaining to the ADI Registrar. Their records should include the record of any initial suitability for training interview, costs and agreement of the PDI to sign the DVSA ADI Code of conduct and to publicise their performance data.

Any guidance for further ORDIT trainer development should also be documented on the ORDIT 1 assessment form. The examiner should give specific examples rather than quote one of the three main competencies. When graded as an 'A' ('which is the requirement to enter/remain on the ORDIT Register) there should be little or nothing for the ADI Enforcement examiner to recommend apart from self-reflection.

The ADI Enforcement examiner **must** check the accuracy of the completed ORDIT 1 form before handing the top copy to the ORDIT trainer.

The second copy of ORDIT 1 form should be sent to ORDIT Section, Nottingham. The third copy should be retained by the examiner for their records for a period of two years. Any notes taken during the inspection must be destroyed.

6.52 Recording the result

Following the inspection the result should be annotated on the ORDIT journal and sent electronically to the ORDIT section in Nottingham ORDIT@dvsa.gov.uk This should include the score as well as the grade and attempt number.

If the result is a first inspection fail, the ORDIT trainer should be encouraged to seek further development and apply for another inspection. This application should be received by DVSA within two months.

If the result is a second inspection fail, the ORDIT trainer should be encouraged to seek further development and be told that a standards check will be booked for them, if the Registrar deems it appropriate. Their name will not remain or go on to the ORDIT Register from this point. The ADI Enforcement examiner should also notify the standards check Team at Newcastle of the potential need for a standards check appointment.

Any T&E claims for ORDIT inspections should be made against the cost code reference - 704215

Chapter 7

Fleet Driver Training

7.1 Introduction

A voluntary registration scheme for Fleet Driver Trainers was launched in 2002. It sets the standards for instructors who specialise in this type of training and helps raise the profile of the training on offer to Fleet drivers and their employers.

It is part of the Agency's wider role in improving road safety by ensuring higher standards of instruction for different types of driver and to improve work-related road safety.

ADI's who wish to be entered onto the fleet register can only qualify via an accredited organisation.

Qualification will depend on attending a training course and 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 Conditions of accreditation

A detailed syllabus of the course, along with a copy of the training pack given to course delegates, should be forwarded either electronically or by hard copy to Nottingham for consideration. The course must mirror the acceptable standards set by DVSA.

Accreditation is for two years from the date approval is granted. The initial inspection visit will last two days. Continued accreditation is dependent on the organisation adhering to the conditions of approval. To confirm this, it may be necessary to carry out unannounced monitoring visits.

Any significant changes during the period of accreditation i.e. change of premises, senior instructor, company secretary etc. must be notified in writing to DVSA within seven days.

7.3 Process to acquire accreditation

Once details of the course have been submitted to the Fleet Register Section in Nottingham, they will be assessed and verified by a senior examiner. Confirmation of the receipt of the appropriate fee should also be made.

The examiner will contact the training organisation to arrange a mutually convenient date to quality assure the course delivery.

The examiner will witness delivery of elements of the course. This may include theory test invigilation, driving ability development and test, coaching ability development but, wherever possible, should always include the coaching ability test.

At the end of the visit, the examiner will give verbal feedback to the organisation and complete a written proforma outlining the key elements of the discussion.

7.4 Results process

An electronic copy of the proforma containing the outcome of the visit should be sent to the Fleet Register Section in Nottingham as soon as possible after the visit. They will then issue accreditation to successful organisations.

7.5 Re-accreditation

Applications for re-accreditation must be made at least six weeks before the expiry date. If the criteria are not met at the re-accreditation stage, accreditation will immediately lapse.

DVSA will repeat the training course evaluation every two years. This is to ensure standards are maintained. The re-accreditation visit will last for a day. DVSA will also visit at any time within the two-year period, if there is evidence the content and standard of training has fallen since accreditation.

7.6 The Test of Continued Ability to Give instruction

These instructions should be read in conjunction with chapter 4.

An ADI who is a current member of the Fleet trainer register will need to demonstrate a continued ability to give instruction. 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 ability will have their name removed from the Fleet trainer register and therefore will also lose their normal ADI (car) status.

Fleet registered trainers can attend with a full licence holder with the intention of delivering a bespoke coaching session on any key risks identified in the driver’s ability. They can, however, also attend with a provisional licence holder to deliver a client centred lesson appropriate to the needs of the pupil.

The examiner will need to see the fleet trainer at work, giving instructional coaching to a customer.

8. Communication and General Management

8.1 Mobile phones

Examiners must check their mobile phones regularly and respond to any messages left. Phones must not be checked during a test and should be either switched off or on 'silent' mode. The examiner must be fully focused on assessing the quality of the performance of the PDI/ADI.

8.2 Email

It is also important that examiners log on to receive their emails daily. They should also log onto 'DVSA net' 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 ADI Enforcement examiners, HEO QA&I and ADI Enforcement Managers may become involved during the course of their work.

10.2 HEO QA&I and ADI Enforcement Managers

In carrying out their duties, HEO QA&I and ADI Enforcement Managers should exercise discretion and, in particular, they must avoid -

- a) discussion of a matter in any way related to other people's driving or driving instruction with a candidate prior to conducting ADI tests.
- b) discussion with a learner driver, including on a LGV / PCV driving test, except in general terms; and
- c) any comment or behaviour, which could cause embarrassment to the Agency. This is of special importance when practical tests or standards checks are conducted from the same premises as learner driver or LGV / PCV driving tests

10.3 Management of Areas

ADI Enforcement Managers have the responsibility for the performance and development of staff conducting ADI qualifying examinations, standards checks and ORDIT inspections. They also have a responsibility to manage their areas 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 this is achieved, rests with the efforts of the ADI Enforcement Manager.

The whole purpose of part five of the Road Traffic Act 1988 is to raise standards of driving instruction in general - this must be done if the Register is to remain viable.

For example, 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 the 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 them

10.5 Meetings with Instructors or Trainers

ADI Enforcement Managers may at their discretion have meetings with instructors or ADI trainers, but there should be no discussion about impending theory or practical tests, or specific 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 or relevant Local Driving Test Manager.

There is no objection to ADI Enforcement Managers or examiners 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 ADI Enforcement Manager or examiner with that said by another. The danger is that the remarks could also be misconstrued as an attempt by the ADI Enforcement Manager or examiner to act as a trainer which, of course, is not their role. **It is vital that we all "speak with one voice".**

10.6 Standard Office Procedure

ADI Enforcement Managers should have a standard procedure common to all, so that in the absence of the resident Manager, the neighbouring Manager can readily take over responsibility. The minimum requirements are: -

- a) all ADI Enforcement staff must keep records containing test reports and any relevant, recent correspondence to or from an ADI. These documents should be destroyed after two years for Part 2 and Part 3 report forms.
- b) standards check reports should also be stored in line with other reports i.e. for two years, regardless of the grade awarded
- c) a link to up to date practical test routes for all test centres conducting ADI Part 2 tests in their area
- d) a list of all driving test centres the ADI Enforcement Manager covers for ADI work in their area
- e) a list of staff the ADI Enforcement Manager is responsible for regarding ADI work and their base driving test centre
- f) a summary analysis form raised on each member of staff, a minimum of once annually, to quality control the completion of paperwork across all ADI disciplines.
- g) a list including details of all external / ADI meetings attended in the past twelve months
- h) each ADI Enforcement Manager must maintain a workbook which records much of the above information plus a detailed list of any supervision conducted (by them or another manager), personal development plans in place, correspondence regarding complaints or praise, appraisals, compulsory training courses and sick absence.

10.7 Annual Leave

All applications for annual leave should be submitted in the normal way, with guidance from line managers. These should be co-ordinated by the ADI Enforcement Team to ensure sufficient coverage of manager and examiner resource, particularly at peak holiday times.

10.8 Attendance at Local Driving Instructor/Association Meetings

The Agency has agreed with the TUS that ADI Enforcement staff 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 ADI Enforcement Managers. It is vital that a corporate message is delivered at these meetings and the official ADI presentation maintained by the Policy Team should be used as a basis for any presentation.

Clearly it is necessary to keep some control of the demands that will inevitably be made upon examiner's time by these groups, so the following guidelines have been notified to the associations.

Most importantly, ADI Enforcement staff must be willing to attend of their own volition and gain agreement from their ADI Enforcement Manager. Smaller ADI meetings should take place in normal weekday working hours, larger association meetings during a week day evening would be considered, providing the meeting starts no later than 8.00pm and does not exceed two hours. Weekends would only normally be considered in regard to regional or national meetings.

The meeting should be properly organised and chaired. ADI Enforcement staff would not be prepared to discuss individual cases, either ADI or driving test, nor driving test matters generally except in the very broad sense. Staff 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 ADI Enforcement staff or they are unable to answer, they should make a written note and assure the Chair that the question will be passed to the Policy Team for a reply.

When the ADI Enforcement staff have agreed to attend, they should inform the ADI Enforcement Manager of the date of the meeting and the name of the association. Prior to the meeting, agreement should be sought on whether attendance at these meetings will attract overtime payment or TOIL. Travel and expenses will be payable in accordance with the T&E code. Claims should be sent to the line manager in the normal way.

10.9 Accident on the practical tests or standards checks

In the event of an examiner becoming involved in an accident whilst conducting an ADI test or standards check they should **immediately** seek advice from their ADI Enforcement Manager before then completing an [HS1 incident form](#).

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 ADI Enforcement Manager. If it appears that further advice is needed, this will be obtained from the Driver Training Policy Team.

10.11 Testing of Relatives and Friends

It is a long-established principle in the Civil Service that an officer should not put themselves in a position when their official duty and their 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, they should at once report the matter to their ADI Enforcement Manager.

10.12 Wearing of seat belts on practical tests 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 and standards checks

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 customer services.

10.15 Candidates – Part Two test

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 may 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 – Part Three test

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 may 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.

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 the ADI Enforcement Manager.

10.18 Accompanying 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 standards check should be postponed and the circumstances reported to the standards check team in Newcastle and the ADI Registrar.

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 drugs

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 ADI Enforcement Manager and the ADI Registrar 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 Corporate Correspondence. 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 Corporate Correspondence 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 Corporate Correspondence 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 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 the ADI Registrar's Team 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 the ADI Registrar's Team and the procedure outlined in the following paragraphs **must** be adopted.

Enforcement sections have now been incorporated into DVSA's Counter Fraud Investigations 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 CFI team.

10.24 Area ADI Enforcement Manager meetings

ADI Enforcement Managers may arrange area team meetings during the year. These should be used to relate corporate messages, share best practice and develop staff technical skills across the range of ADI disciplines. These meetings should be arranged in consultation with the National ADI Delivery Manager.

10.25 Correspondence to Senior Staff

All letters or minutes to senior staff must be submitted through the line manager.

10.26 Production of Documents

ADI Enforcement staff are authorised to request the ADI certificate and to conduct all ADI qualifying examinations or standard checks.

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

10.29 Procedures to adopt

Should an examiner receive a summons or a notification from a court, they should refer the matter to their ADI Enforcement Manager. They will act as the co-ordination point with the examiner and liaise with the local enforcement office to appoint a solicitor to attend the hearing. The examiner will, of course, need to be present at the hearing and should keep their booking team and manager informed so that any necessary cover can be arranged.

The Hearing

At the hearing itself, DVSA's 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 a Part Two test, were all the statutory requirements of the test carried out? With a Part Three test, 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.

The examiner will obviously want to study their markings of the test beforehand and refresh their memory of any incidents that are highlighted by the complainant. If the examiner wishes to discuss any operational matter, they should do so with their ADI Enforcement Manager.

11 Staff Management

11.1 Introduction

The ADI Enforcement Manager should ensure that examiners conducting ADI work are carrying out their duties in accordance with this document, 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 ADI Enforcement Managers duties and is largely achieved by the supervision of actual tests. This should be programmed well in advance.

ADI Enforcement Managers should conduct regular accompanied / supervised tests on all examiners conducting Part Two tests, Part Three tests and standard checks in their area, including visiting examiners from other areas. ADI Enforcement Managers 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 and analysis of management information.

A quality monitoring form must be completed after all accompanied / supervised tests and signed by the examiner who should then be provided with a copy of the form.

ADI Enforcement Managers should ensure that ADI Enforcement examiners are appraised of their performance in line with Agency guidelines. Any concerns with performance must be discussed with them.

Officers intending to supervise a test must not do so in cars where a seat belt is not available for their use.

ADI Enforcement Managers should regularly check and update routes used for ADI Part Two tests at the driving test centres in their area.

ADI Enforcement Managers should conduct quality control visits at least annually with each ADI staff member and record their findings, looking at accuracy of paperwork completion, use of routes, manoeuvres, profile totalling etc.

To ensure uniformity in recording quality control 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, ADI Summary analysis, can be found in the [Document Library](#)

ADI Enforcement Managers 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 test (Part Two and Part 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 test, 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 tests with trainers.

12.4 Complaint

In the event of a complaint being received, examiners must not assume that trainers are aware of the PDIs 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 test 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 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 Information Assurance Team accompanied by the relevant 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 relevant pro-forma.

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