

12th August 2014

Better Standards Check Advice

The Essential Skills

*The new Standards Check is causing widespread worry across the driver training sector. The great unknown! So, what is important for **you** on your check? Let's have a look...*

Firstly, there is no specific **Fleet** check. All tests will be conducted as standard, however this is not to say you cannot present a 'fleet client'. In fact, and non-ADI or pre-part 2 PDI can be taken. Just make it clear the type of pupil/client and type of lesson structure you are working to. It is expected that you will receive one check per badge (4 years) unless you are graded below standard. There will no longer be 'Educational's, so ADI Trainers need to be preparing their PDIs now.

Many are saying **role-play** has been given a 6 month reprieve, however, it seems most likely that you will be assisted to find a date after October, at which point they will be legally allowed to refuse you. Watch this space for changes on this, it is the DVSA after all!

As with all tests, checks or assessments - the key is '**know your enemy**'. It is easy to do - download and read through the marking sheet. (*Search Standards Check Form SC1*) This will give you a wealth of information on what to do, and what to be clear about. Recommendation is to do something dynamic i.e. On the move, **not a manoeuvre**. It is a chance for you to showcase your skills, so give yourself a suitable topic to do so.

There are a number of '**Lesson themes**' at the top of the form. Ignore them! This is for the examiner to use and the 'Other' category covers everything you can think of. You should be delivering a '**Normal lesson**'.

Normal means what you would usually do, in the way you would usually do it. **However**, it is being assessed so ensure you check the boxes listed below.

The 3 Categories on the Standards Check form (SC1) are:

Lesson Planning

- Were the pupils needs identified? (Goals)
- Was the structure suitable?
- Was the location suitable?
- Was the plan adapted to the pupil's goals?

Risk Management (Score 7 or less in this and receive a 'fail')

- Did the pupil understand the division of responsibility for risk?
- Were instructions and directions given in good time?
- Was the trainer aware of their surroundings and the pupils actions?
- Was any verbal or physical action taken in time and correctly?
- Was effective feedback given of any incidents which occurred?

Teaching and Learning Strategies

- Was teaching style suited to pupils style and ability?
- Was pupil encouraged to analyse and take responsibility?
- Were opportunities and examples used to learn from?
- Was technical information given and was it accurate?
- Was appropriate feedback given?
- Were queries followed up and answered?

- Was the trainers manner appropriate and non-discriminatory?
- Was reflection encouraged at the end of the session?

Do I have to 'Coach'?

This depends on what you mean by 'coach'. Many still confuse 'coaching' and CCL (Client Centred Learning). You need to achieve the above learning goals. If you can do this 'without coaching', then yes! However, the pupil agreement, input and feedback are key coaching skills. So maybe you are more of a coach than you think you are?

The Standards Check Begins

At the beginning of the appointment you will be given a chance (away from the pupil) to give a brief history of the pupil/client. If you want to brief them effectively and make a good impression, this is the time to do it. Provide a 'picture' of the pupil/client and where they are with their training, you could provide a copy of their notes or history (though this isn't essential). Also mention any Specific Educational Needs (SENs) that you may be used to tailoring to.

It's not necessary to do this, though in a 'Client Centred Learning environment' the more info the Examiner has the more they can understand your pupil/client in the limited timeframe.

In The Car

Once in the car make sure you go through a few important steps:

- Reassure the pupil that it's just going to be 'just a normal lesson'.
- Agree the goals for the lesson. (These **can** be changed or modified as the lesson progresses.) You need to be seen to get the pupils 'buy-in' on this. *Write them down! You may need them later.*
- Clarify the division of risk - i.e. risk management. This might be just saying "How would you like me to help you?" Or "I want you to take full

responsibility for the drive, as you are the driver, however if needed I will step in and use the pedals. If I do so I will always let you know and we can discuss it as needed." Or (if relevant) "I want you to focus of the control for this, I will cover the observations." **This needs to be seen/heard and is essential - too many are falling short on this!**

At The End

- Get the pupil to assess the lesson at the end, including the question "What did you learn today?" If they struggle, "What have you achieved?" Refer back to the initial goals that were set - *I said you should've noted them down!* (If the pupil says learning took place it's very hard for the DE to say it didn't!)
- Encourage reflection at the end. Consider your normal lessons, you may wish to introduce a reflective log or other method of recording the pupil/clients thoughts.

IMPORTANT - Agree the goals AND clarify/agree the division of responsibility/risk management. Feedback sees these two areas as dropping key marks with ADIs who have already taken the Standards Check.

The result will be marked on a points scheme (Max 51) and translated into an:

- A (43-51)
- B (31-42)
- Fail (0-30)

grading.

Areas of confusion - Where points are being dropped.

The following are areas that ADIs have reported back or raised as points of confusion or concern. Let's break them down...

Normal Lesson - As I said above, You are asked to deliver a 'normal lesson', **however**, it needs to demonstrate certain elements! **Do not** exclude things that have happened *on the way* to the appointment. The examiner needs to see it happen.

Division of Risk - Driving is an ongoing risk assessment. The specific risk being expected on a lesson should be discussed and divided between pupil/client and Trainer. They should be aware of when and why you may take action, what is expected of them and how they are expected to react or behave.

Control of Risk - If risk levels change or develop, or a pupil/client is not reacting as they should, the Trainer would be expected to manage and control this in accordance with the pupils/clients skill or experience level.

If a situation develops, it needs to be dealt with and in addition you should be asking what could have happened if that had gone differently, if you hadn't stepped in, etc.

Pupil agreement - We all hear the stories of a 'coached approach' where you get in the car, hand the pupil/client the reins and say "What would you like to do today?" (Or similar) Yes, I can state first hand that it can work brilliantly, AS LONG AS this is the right approach for both the ADI and the pupil/client.

Demonstrating skills - If you don't demonstrate the skills/requirements, you can't be marked for having them. *So choose the subject wisely.* (Again - I **strongly** recommend not doing manoeuvres. YES, you should be doing what the pupil/client needs. But putting manoeuvres on hold until next week isn't going to hurt anyone!)

The key to a great Standards Check is a great lesson. Take part in regular CPD and stay up to date with the industry. I would love to discuss your options and issues involving the industry and to see if I can help. Please feel free to get in touch.

The above has helped many ADIs formulate a Standards Check plan and achieve high marks. If you would like to discuss further, please feel free to contact us. Alternatively, check out one of our 'An Introduction to NLP for ADIs' courses. We help you discover what you are actually saying and how you could possibly say it differently.

Chris and Ian

Better ADIs