A close-up, low-angle shot of a person's hand gripping a steering wheel. The image is dark and moody, with the hand and wheel being the primary focus. The background is blurred, suggesting a car's interior.

drive**Johnson's**

Standards Check
Marking Sheet Explained



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Section 1.0

Lesson Planning

This section covers the following:

- 1.1** Did the the trainer identify the pupil's learning goals and needs?
- 1.2** Was the agreed lesson structure appropriate for the pupil's experience and ability?
- 1.3** Were the practice areas suitable?



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

>> Many instructors are guilty of teaching their pupils their way, or the highway.

This means that the instructor has a set way of teaching and what the pupil thinks or wants doesn't matter or often doesn't get taken into consideration.

So to help you comprehend the requirements here, we are going to turn it around and put you, the instructor/reader, as the customer/pupil.

>> Scenario

You want to re-decorate your bathroom and change things up so you get a plumber in for a quote. You tell them what you are looking for, i.e. you want to change the position of the bath and move the toilet. You also want a walk in shower.

How would you feel if the plumber said, "you can't do any of that, it's not do-able. You can't even have those taps - they're rubbish, they don't last long" to you?

Are you likely to proceed and instruct the plumber to work on your dream bathroom? Unlikely. That sort of negativity will most likely put you off and make you want to get a second opinion.

If however, the plumber explained to you sincerely that the cost of relocating the toilet is very expensive (twice the cost) because you would have to move the main soil pipe too, it would help you understand why it's not do-able and you would believe he had your financial interests at heart. You may not get the dream bathroom, but you've got the next best thing for the money you are willing to spend.

With this in mind, you should ask your pupil how they felt about their last lesson, what they think their strengths and weaknesses are and take into consideration what they would like to learn.

If they say they want to learn something random, which is beyond their ability, then help them understand why they are not ready to learn that just yet and let them know what they need to do to get to that subject level.



Section 2.0

Risk Management

This section covers the following:

- 2.1** Did the trainer ensure that the pupil fully understood the responsibility would be shared?
- 2.2** Were directions and instructions given to the pupil clear and given in good time?
- 2.3** Was the trainer aware of the surroundings and the pupil's actions?
- 2.4** Was any verbal or physical intervention by the trainer timely and appropriate?
- 2.5** Was sufficient feedback given to help the pupil understand any potential safety critical incidents?



2.1 Did the trainer ensure that the pupil fully understood how the responsibility would be shared?

>> Many ADIs are concerned with this question with many thinking that it's okay to just say, "I have dual controls on my side of the car, if you lose control of the car during the lesson I will have to use them."

They seem to think that by saying this at the beginning of a lesson, it will score them a 3 out of 3 in this particular area.

Firstly, what you say to the pupil with regards to sharing the risk and the responsibilities will depend on the lesson you have planned.

>> Here are some examples...

1 *Moving off and stopping*

After briefing the pupil on the subject you may say something like, "I will tell you exactly what to do at the beginning, as I see you improve, I may back off the instruction and see if you can do it yourself"

Then, half-way through the lesson when it is evident that the pupil has improved, you may say, "I can see you're starting to grasp the POM routine. Do you feel comfortable moving off this time without me saying anything and if you get stuck I will jump in and help you out?"

2 *Roundabouts*

You could provide a brief and then give full instruction at the beginning. As the pupil improves, use a similar question like in the moving off and stopping example (see above) to hand over some responsibility.

3 *Roundabouts and taking back responsibility*

On a subject like roundabouts, it is very common to take back the responsibility. For example, the pupil's approach speed may be too fast. A way of taking the responsibility back would be to say, "Your approach is too fast, can you reduce your speed to 25mph by the time you get to the next sign post and check to the right to see if we can go?"



Section 3.0

Teaching & Learning Strategies

This section covers the following:

- 3.1** Was the teaching style suited to the pupil's learning style and current ability?
- 3.2** Was the pupil encouraged to analyse problems and take responsibility for their learning?
- 3.3** Were opportunities and examples used to clarify outcomes?
- 3.4** Was the technical information given comprehensive, appropriate and accurate?
- 3.5** Was the pupil given appropriate and timely feedback during the lesson?
- 3.6** Were the pupil's queries followed up and answered?
- 3.7** Did the trainer maintain an appropriate non-discriminatory manner throughout the session?
- 3.8** At the end of the session – was the pupil encouraged to reflect on their own performance?



Ensure you choose a subject and route which challenges your pupil but doesn't demotivate them. If you see your pupil struggling, adjust the route so it's slightly easier or even take back some of the responsibility until you see an increase in confidence again.

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

>> If your pupil makes a serious error in their driving or there is an ongoing problem, you may want to pull them up and discuss some of the questions listed here in relation to the problem.

Who was affected?

What was the effect?

How might others interpret my driving actions?

What were you thinking/feeling before the action?

What were you thinking/feeling after the action?

Do you feel the problem occurred because you lacked the required skills to deal with the situation?

What factors contributed to the problem?

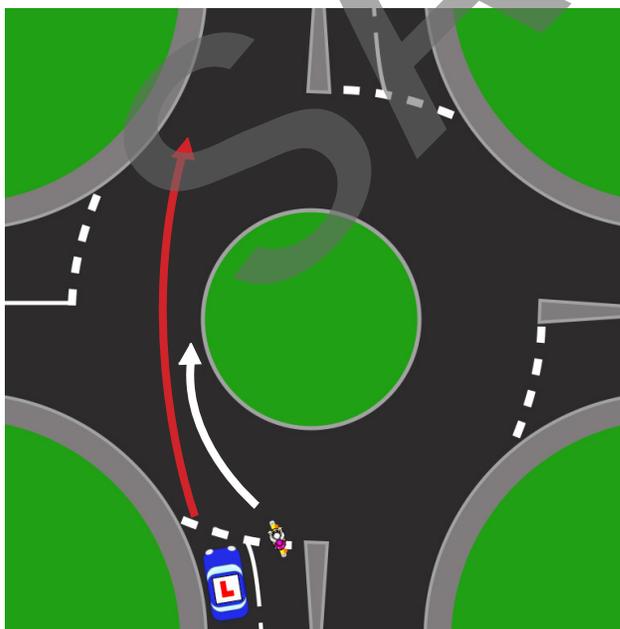
What alternative choices do you have?

What would you do next time?

How would you do it next time?

If the problem persists – what are the consequences?

>> Example



Your pupil doesn't keep in the correct lane position going ahead at a roundabout, they started in the left hand lane then encroached into the right hand lane



Section 4.0

Choosing the Right Pupil

SAMPLE



4.1 Tips on choosing the right pupil to help you on your standards check

>> Remember you only have an hour to impress the supervising examiner, so you want them to see you in the best possible light.

Here's a few tips on choosing the right pupil for your standards check:

- 1 Try not to choose a pupil who isn't very responsive. It's part of the job teaching all walks of life, but it can be very challenging teaching someone that doesn't have the ability to follow instructions quickly, especially when you have the added pressure of the examiner in the car.
- 2 Try not to choose a pupil with inconsistent clutch control, unless you want to teach moving off and stopping. If your pupil is stalling regularly, the examiner might think you should change the lesson plan and go back to moving off or clutch control. It might be that the pupil is new to your car, as they have come from a different driving school and they are not very familiar with the biting point on your car. Choose someone who is familiar with your car and you believe will cope okay with someone sitting in the back of the lesson.
- 3 Avoid choosing a pupil with spatial awareness issues/dyspraxia unless you have lots of experience or extra qualifications to teach pupils with these learning difficulties.
- 4 Choose a pupil that responds well to questions. Many pupils find it difficult doing two things at once (multi-tasking).
- 5 If the pupil is struggling to answer your questions, then back off. Don't be fooled by the old myth that you have to ask your pupils lots of questions on the move to get a good grade. You should ask your pupils questions and develop their thinking as and when it's safe and necessary not just for your standards check.
- 6 Choose a pupil with a bubbly personality. There's nothing worse than sponsored silence for an hour. Little jokes on the move and interaction are all contributions to making the overall learning to drive experience fun and enjoyable.
- 7 Avoid choosing an argumentative, arrogant or over confident pupil. They often don't take negative feedback well and in front of someone else there is a risk they may challenge what you are saying. These pupils can be challenging for many instructors and over time you can gain their respect but in a 1 hour standards check this is not always possible.