

DIA

Association meeting

SDIA

21 August 2014

WELCOME

The Standards Check

- The DVSA implemented it in April 2014
- Key areas for assessment are –
 - Lesson planning
 - Risk management
 - Teaching and learning strategies
- It focuses on a client centred approach.
- The Standards Check is based on the DSA National Standards for drivers, riders and trainers

The DSA National Standards

- The standards set out the necessary competence for trainers providing training to drivers/riders of:
 - Cars
 - Light vans
 - Mopeds and motorcycles
- The examiner will assess if your instruction helps a person to learn in an effective way. During the standards check, you will be observed giving a normal lesson to a real pupil.
- You will be assessed against the criteria in Role 6:
 - Deliver driver/rider training programmes.
- You must be able to:
 - meet the performance standard, and
 - demonstrate the required level of knowledge and understanding.

The DSA National Standards

- Safe and Responsible Driving (Category B)

<https://www.gov.uk/national-standard-for-driving-cars-category-b>

- Safe and Responsible Riding

<https://www.gov.uk/national-standard-for-riding-mopeds-and-motorcycles-category-a-p>

- National Driver and Rider training Standards

<https://www.gov.uk/national-standard-for-driver-and-rider-training>

The Standards Check

The grading system

- The DIA were consulted on aspects of its implementation.
- The grading system is:
 - Grade A – 43 to 51
 - Grade B – 31 to 42
 - Fail - less than 31 or,
– 7 or less in risk management
- Are you up to speed on the National Standards and do you feel you meet all the requirements

Skills, Knowledge & Understanding (Drivers and Riders)

The 5 Roles for drivers and riders are:

- Prepare the vehicle and its occupants for a journey
- Guide and control the vehicle
- Use the road in accordance with the Highway Code
- Drive safely and responsibly in the traffic system
- Review and adjust driving behaviour over lifetime

Skills, Knowledge & Understanding (Driver & Rider Trainers)

Role 6 : Deliver driver/rider training programmes

There are 6 units in the training standards:

- Unit 1 – Prepare to train learner driver/rider – meet all legal requirements
- Unit 2 – Design learning programmes
- Unit 3 – Enable safe and responsible driving/riding
- Unit 4 – Manage risk to instructor, learner and all third parties
- Unit 5 – Evaluate and develop your knowledge, understanding and skills in the driver training industry
- Unit 6 – Develop and use a programme of role play for trainee instructors

The Standards Check

- The key assessment areas are:
 - lesson planning
 - risk management
 - teaching and learning strategies
- The form gives clear and specific feedback about your strengths and areas where you need to develop your competence.
- It provides an opportunity to target your CPD, you will be able to build on your strengths while improving identified weaknesses.
- The ADI1 outlines the requirements for the Standards Check (gov.uk)

Standards Check... the marking sheet

Planning of the lesson

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					

Standards Check... the marking sheet

Risk Management

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				

Standards Check... the marking sheet

Teaching & Learning Strategies

TEACHING & LEARNING STRATEGIES				
Was the teaching and learning style suited for the pupil's level of 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				

DIA

What is 'risk management'?

The choice of the
professional instructor

Risk management is the identification, assessment, and prioritisation of risks followed by coordinated and economical application of resources to minimise, monitor, and control the probability and/or impact of unfortunate events. (or to maximise the realisation of opportunities).

Strategies to manage threats (uncertainties with negative consequences)

- transferring the threat to another party
- avoiding the threat
- reducing the negative effect or probability of the threat
- accepting some or all of the potential or actual consequences of a particular threat



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

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"/>				
	Dual carriageway faster moving roads <input type="checkbox"/> Defensive driving <input type="checkbox"/> Effective use of mirrors <input type="checkbox"/>				
	Independent driving <input type="checkbox"/> Rural roads <input type="checkbox"/> Motorways <input type="checkbox"/> Eco-safe driving <input type="checkbox"/>				
	Recap a manoeuvre <input type="checkbox"/> Commentary <input type="checkbox"/> Recap emergency stop <input type="checkbox"/> Other <input type="checkbox"/>				
		No evidence	Demonstrated in a few elements	Demonstrated in most elements	Demonstrated in all elements

LESSON PLANNING

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

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

Were the practice areas suitable?

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

Score for lesson planning

RISK MANAGEMENT

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

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

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

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

Was sufficient feedback given to help the pupil understand any potential safety critical incidents?

Score for risk management

TEACHING & LEARNING STRATEGIES

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

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

Were opportunities and examples used to clarify learning outcomes?

Was the technical information given comprehensive, appropriate and accurate?

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

Were the 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

Overall score

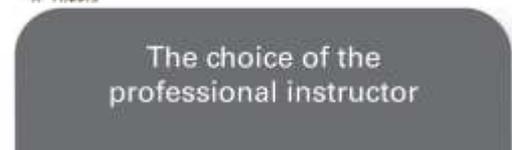
REVIEW

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)

Feedback offered to trainer

Examiner Name Signature



The choice of the professional instructor

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Score for risk management					

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

Good morning Tom ... Now I'm happy to allow you to use my car, which is insured, but I would be grateful if you didn't crash it.

(at the end of a conversation based around the pupils lesson goals)
Thank you Tom, that's fine ... Are you happy to go and practice some roundabouts ... we will find some quieter ones first, and if you're happy for me to, I'll ask you some questions as we drive to help gauge your progress.

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

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Score for risk management					

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

I'm sorry Tom. Keep going straight ahead I'll get this person off the phone before you get to the end of the dual carriageway.

Tom, I'm pleased you enjoyed that. I thought you did really well around the town centre this evening, I liked the way you dealt with
You've asked for a lesson at midday next week, if you were to drive that route again then, how do you think your driving plan may differ.

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

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Score for risk management					

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

Okay Jane ... I think it would have been better if you'd stopped at that crossing, particularly as the light was going red and that lady did have her foot in the road.

(Plenty of time)

Okay Jane ... I'd like you to consider which of the hazards ahead would be your biggest priority and what decisions would you need to be making back here to deal with it safely.

(not much time)

Okay Jane ... if the door of that car on the left was to open, would this be an appropriate speed for you to manage the situation correctly.

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

Okay Jane ... I think it would have been better if you'd stopped at that crossing, particularly as the light was going red and that lady did have her foot in the road.

(Plenty of time)

Okay Jane ... I'd like you to consider which of the hazards will be your biggest priority and what decisions will you need to make back here to deal with it safely.

(not much time)

Okay Jane ... if the door of that car on the left was to open, would this be an appropriate speed for you to manage the situation correctly.

What can I do to prepare for the changes?

- If you have any questions, queries or concerns on your upcoming Standards Check call our ADI Helpdesk for one-on-one personalised advice on 0208 686 8010 or email us training@driving.org
- Beware of the inevitable raft of costly CPD events aimed at preparing you for the new Standards Check.
- We will continue to offer this advice **free** on a one-on-one basis via our Helpdesk, and we'll update you on the latest Standards Check information in our roadshows.
- On request, for large groups and local associations, we may also be able to offer additional training sessions - please contact training@driving.org to enquire.

Questions



DIA

Thank you