

**KIT**  
KINGSTON COLLEGE  
INSTITUTE OF TECHNOLOGY

# MEET THE STANDARDS

AN INSTRUCTORS GUIDE TO THE STANDARDS CHECK  
& CLIENT CENTRED LEARNING

**KIT**  
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LESSON PLANNING

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# Lesson Planning

An ADI's ability to structure a well-planned lesson and deliver it to meet the needs of their client is fundamental to the learning process for any new driver.

It is perhaps surprising then that it's not uncommon for ADI's to get this badly wrong on Standards Check. In fact it's often the case that the planned lesson meets the needs of the instructor, rather than the needs of the client.

The DVSA ADI 1 outlines lesson planning broadly as follows:-

*'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 (DVSA's National Standards for Driver and Rider Trainers 2011) Research indicates that this is best achieved by placing the client at the centre of learning process'*

Whilst at times it may be necessary to provide instructor led input, to keep the car safe, because of a lack of knowledge or potentially unsafe beliefs, or simply to help learning take place...overall it is widely accepted that learning comes from within, and that a planned lesson, where the agreed learning outcome (goal) is elicited and agreed upon between client and instructor, practised and reflected upon, will provide a more wholistic learning outcome than an instructor led approach.

It must also be added that whilst the above is accepted and expected by the DVSA, Client Centred Learning does not mean a *Client Led* approach to learning should be adopted. Therefore goals must be agreed between both parties, based on experience, competency and the availability of appropriate practise areas. It is the ADI's role to consider the safety of a planned lesson and make adaption where necessary.

This chapter breaks down Lesson Planning into its four competencies, addresses the importance of each to the learning process and provides workable examples of Client Centred Approaches to help you be successful on your *Standards Check*.

# Did The Trainer Identify The Pupils Learning Goals And Needs?

**T**he very first competence on the *Standards Check* marking sheet, and perhaps the most important. Get this right, keep the car safe, help the pupil achieve as much of the goal as possible within the time permitted, by focussing on their needs, adapt if necessary and generally speaking you will do well on your standards check.

As previously stated many instructors focus on their own needs and deliver a lesson plan that they feel comfortable with, perhaps a topic that they have done well with on a previous Standards Check, and ultimately come unstuck.

## So what do you need to do, to do well here?

LESSON PLANNING				
Did the trainer identify the pupil's learning goals and needs?				3
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				

### **1. Avoid planning a lesson BEFORE choosing a pupil!**

In fact in general avoid focusing on topics (Roundabouts, Traffic lights, emerging major to minor etc.) and instead place the focus on your clients needs (Cognitive, Psychomotor, Affective.) Look to develop what is needed and pick a topic that will allow for this.

So for example you might use Roundabouts as a topic to develop your learners needs to improve:-

- Knowledge
- Skills
- Their feelings

Around approach speeds or effective observations.

Plan your lesson towards your pupil, with your pupil, considering what your pupil needs in order to develop.

### **2. Set SMART goals!**

Ask effective questions of your pupil in order to set a SMART goal for the session:-

- S**- Specific
- M**- Measurable
- A**- Achievable
- R**- Realistic
- T**- Timely

Following this method for goal setting helps in other areas too, such as managing risk, agreeing the level of support the client needs, and helps you both decide how much and what is realistically achievable within the session.

You may do part or all of this before the actual *Standards Check*, for example at the end of last session or on the way to the test centre. The SE will accept this and in fact would probably appreciate observing more time being spent achieving the goal, than setting it up.

In this case a short summary of the goals for the session in the test centre with the SE, and a brief recap with the pupil in car to check they are still in agreement and asking questions to check knowledge, will be sufficient.

Remember that the goals and needs continue through the session. This isn't something that finishes once the car moves. Throughout the session you need to continually assess that learning is taking place effectively and that your client is achieving their goal, or at least heading in that direction. Keep focussed on the needs of the pupil throughout, what do they need to do, to achieve the goal, and what support do they need from you in order to achieve the goal and to keep the car safe. Look for clues in body language as well as verbal indicators that your client may be struggling to achieve the goal or perhaps are becoming bored because of a lack of meaningful challenge.

**3. Its Client Centred Learning. Not Client Led!**

The Hermes Project (2007-2010) states:-

*'Goal setting is another key principle of coaching. First and foremost every goal in driver training, independent on the learning method (coaching or,telling etc.), must fit to the needs of traffic safety! The coach helps the learner to identify his goals and then to realise them - again, in accordance with the needs of traffic safety'*

You need to use your knowledge of your pupil and experience of teaching to decide whether the whole goal is realistically achievable within the session. SMART goals help to identify where the pupil is currently in the learning process and what is needed ultimately to achieve the goal. Not all goals are achieved in one lesson...

***'I Want to go on the MOTORWAY!!' ...***

This is a question often raised by ADI's regarding *Coaching*. *'What if my pupil says they want to go on the motorway but they aren't ready?'*

A Client Centred approach would look at what skills a learner would need to develop beforehand, in order to be able to drive safely and effectively on a motorway. It would consider previous learning and decide what platforms are available to develop the skills, where the pupil would need to be overall in their learning, and put some realistic timescales for the bigger goal (driving on a motorway) to be achieved. Therefore you would end up with a series of smaller, realistic and achievable goals that once completed would lead to the bigger goal.

A 'Client Led' approach might end in disaster!! If the goal isn't realistic help your client identify what they NEED to do in order to achieve it.

The DVSA ADI 1 sets out its competencies as follows:-

<p><b>Indication of competence include:</b></p> <ul style="list-style-type: none"> <li>• <i>encouraging the pupil to say what they want from the lesson</i></li> <li>• <i>asking questions to ensure understanding</i></li> <li>• <i>checking understanding as the lesson progresses</i></li> <li>• <i>listening to what the pupil is saying</i></li> <li>• <i>taking note of body language</i></li> </ul>	<p><b>Indications of a lack of competence could include:</b></p> <ul style="list-style-type: none"> <li>• <i>making assumptions about understanding or experience</i></li> <li>• <i>failing to note negative or concerned comments or body language that shows discomfort</i></li> <li>• <i>undermining the pupil's confidence by continually asking questions clearly beyond the pupil's knowledge or understanding</i></li> <li>• <i>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'</i></li> </ul>
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## ***'Its just asking my pupil what they want to do today'***

In fact it's much more important than simply asking your pupil what they want to achieve Today.

Learning is a cycle of practise, reflection, planning, trying again! As theorised by *David Kolb ELT 1984 (see below)*.

Considering how we learn, the goal is central to the process, knowing what we want to achieve and how we want to achieve it allows the learner an objective and the ability to plan for success.

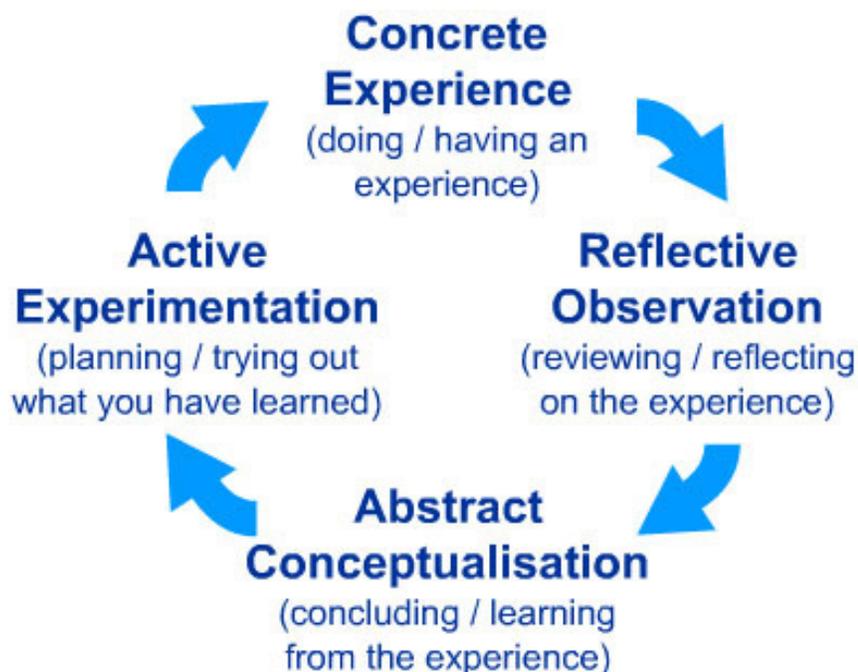
Goal setting is an important aspect of driver training because it improves your clients learning experience, encourages responsibility for learning and achievement and improves your client's capacity to learn.

Goals help learners become active participants in the learning process, empowering them to become independent learners, and motivating them to achieve their full potential.

Research shows that drivers who go through a process of goal focussed CCL training are better equipped to respond to hazards and more likely to adapt in future. They are also more likely to be motivated to achieve than pupils who are led through their learning by the instructor.

Pupils who set their own learning goals are likely to have the motivation to improve and master a task and their self-esteem remains strong, even in the case of failure.

When learners are assisted to delve into their own thinking and learning processes, they are drawn to think about the effectiveness of the strategies they used to achieve the learning goals they set. Planning what to do, monitoring progress towards achieving it and evaluating the outcome can help students take more control over their thinking and learning and develop key skills for safe driving post-test such as self-awareness and self-responsibility.



Lee Jowett

# Was The Agreed Lesson Structure Suited To The Pupils Experience And Current Ability

The second competency ensures that the lesson being delivered is suitable to the client, to ensure that learning takes place and value for money is given.

The DVSA ADI 1 outlines this competence as follows:-

*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.*

Once the goal is set, the next consideration is to ensure the pupil is able to develop and achieve the goal by providing the correct level of support and opportunities to reflect and develop within the timeframe and in-line with their capabilities.

## What do I need to do, to do well here?

- Consider your pupils experience and ability!

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?				3
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				

The DVSA ADI 1 broadly generalises pupils into 3 categories, **Part trained, Test standard, Full license holder** (FLH) and as such an SE will have some basic expectations around how the training should be delivered in each case as follows:-

### Part Trained.

**Support your pupil to take as much responsibility as possible** based on their experience and ability. Don't overwhelm them with responsibility so that they overload, or that they are just coping but not learning. Alternatively don't take on more responsibility as the trainer than is necessary as this undermines your clients learning and they are likely to become disengaged. Allow them as much responsibility as they can deal with, and consider the levels of support throughout the session, as your client develops can they cope with more responsibility?

**Encourage your pupil to explore and find solutions for themselves.** Responsibility is key. Giving your pupil the responsibility for their learning, and finding solutions means they are more likely to continue to do so post-test.

**Consider the abilities of your pupil** whilst on the move, especially when asking questions and giving instruction. Asking too many questions on the move can be distracting and overloading, whilst giving too many unnecessary instructions can be demotivating. Generally limit questions to the goal of the session and instruct to keep the car safe and if/as agreed to help the pupil achieve the goal.

The DVSA ADI 1 encourages us to:-

*"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."*

**Transfer responsibility to the pupil where possible.** Once the pupil is demonstrating that the learning needs have developed, consider whether the level of support needs to be adapted so that the pupil is taking on more responsibility and that they are progressing towards reaching the overall goal.

**Understand that the pupil won't always get it right** at this stage of learning!

Encourage them to explore for themselves reasons behind mistakes and plan strategies to overcome any barriers. Use opportunities at the side of the road (route panning is the next competency and we explore this more there) where the pupil can reflect and plan development before practicing new strategies, as we know from *Kolbs ELT*, highlighted in the previous competence, that this is how learning takes place. Of course, where a pupil cannot come up with a way forward, you as the trainer should provide suitable input especially if failure to do so might result in increased risk.

In allowing mistakes, keep the car and other road users safe. Don't allow mistakes to happen that could be dangerous. Your role is to manage any potential risk and give sufficient feedback.

Remember the overall approach should be **focused on recognising achievement and promoting improvement and development** - rather than purely identifying faults. Discuss goals and progress as the primary function of feedback to ensure development, then check knowledge and understanding of faults, consider the potential consequences of the fault and try to establish the underlying cause (psychomotor, cognitive, affective) in other words did the fault occur due to a lack of skill, knowledge or because of the way they we're thinking or feeling at the time. Agree the way forward around goals and faults. Encourage reflection on goals and faults, Give sufficient feedback (addressed in Part 2 Risk Management).

Use a variety of tools to **encourage your pupil to analyse their own performance** such as setting *SMART* goals and *Scaling* and give plenty of opportunities for reflection so that the learner has opportunities to find solutions to problems and develop the skills of self-awareness and self-responsibility that will help them to be life-long learners.

#### Test Standard.

Work to develop in your pupil a realistic **understanding of ability and an enhanced understanding of risk**. Developing your learner's awareness of their technical capabilities whilst weighing that up against their own personal risk increasing factors (*GDE* levels 3&4 ((see Matrix page 10) will ensure that your pupil not only develops the ability to manage risk in lessons but also post;-test.

**Goals for Driver Education matrix level 3&4 lesson example:-**

In order to deliver a lesson around the higher levels of the *GDE* matrix you might help your pupil to plan a goal around a particular journey they will make post-test, consider what hazards they will encounter on the route and what experiences they have already developed that can be applied. They should consider any extra risk increasing factors such as time of day, volume of traffic, weather conditions and carrying passengers. Then they should consider how they themselves will cope in these circumstances, what motivations will they have within the journey, for example is it a journey to work, to see friends or partners? Are there any time constraints or any other factors that might impact on their normal driving behaviour and how successful are they usually at managing their own behaviour? What coping strategies do they have for themselves and are there any other strategies they could develop to cope? What impact could these risk increasing factors have on the overall journey? E.g. It's icy and I'm late for work, I'm frustrated at the driver in front who has just pulled out in front of me and my normal reaction would be to drive closer to them to demonstrate my feelings, I'm also tired and distracted by my emotions. How will they cope? What are the risks and what can they do to reduce the risk within that journey?

The Hermes Project (2007-2010) states:-

*Driving is a self-paced task which involves constant decision-making and a continual need to make choices. To make the right choices in traffic, a novice driver requires:*

- *Self-awareness, e.g. how one's mood or emotions can affect one's driving*
- *Awareness of inner and outer factors, such as the actions of other road users*
- *A sense of responsibility and of the consequences of his behaviour and the confidence to act accordingly*
- *Self-confidence, or perhaps more appropriately 'self-acceptance' in the case of novice drivers, to prevent bravado or any feeling of inadequacy leading to risky driving behaviour*

A well-executed lesson plan to a test standard pupil, around this format, with the right level of support from the ADI and plenty of opportunities for reflection would certainly be value for money and encourage life skills way beyond the driving test.

Alternatively you might work on **checking, developing and reinforcing systematic scanning and planning tools** since research shows that new drivers are generally twice as slow to spot hazards as experienced drivers. Focus on commentary driving within the learning process has proven to increase the awareness of new drivers to that similar of an experienced driver.

**Strongly encourage reflection.** A new driver that has gone through a process of learning, reflecting on their own performance and planning strategies for development is most likely to continue these actions post-test, thus becoming safer and more skilled than those who aren't encouraged to self-analyse. Build opportunities into the lesson plan regardless of how well the drive is going. It's equally important for the learner to understand strengths and weaknesses. To reflect on why something has gone well and where possible link all the learning domains (psychomotor, cognitive, affective) so that the learner understands the importance of thoughts and feelings to their driving behaviour. For example if the learner has the knowledge (Cognitive) they feel that they need to turn right in a traffic light junction, and they feel confident (affective) about performing the task, then they are far more likely to be successful in controlling the car (psychomotor) through the junction. Having your pupil reflect on each of these factors and the importance of each to the piece of driving they have successfully completed, can help them understand the overall importance of thoughts and feelings to their driving in day to day life, where the risks are far greater.

**Be careful not to over-instruct,** remember at this stage your learner should be mostly ready for driving without your help, post-test they need to be prepared and responsible enough to manage risk by themselves. Instruct where necessary to deal with safety critical situations as a last resort. Consider demonstrations and reflection if necessary to help join up learning and give a more outward looking approach than simply instructing.

#### Full License Holder (FLH)

It is perfectly acceptable to take a FLH with you for your standards check. The SE will want to know some background on their driving experience and what goals have been agreed for the session.

The key objective is to **find out exactly what it is the FLH wants from the lesson** and **put together a plan to deliver that.** Use *SMART* goals to get to the specifics of

what has brought them to you for training even after passing the driving test. Be it a refresher, motorway or city centre driving, whatever the topic, it's also important to know what their needs are (increase Confidence, skills-building, improving knowledge or experience) and then structure a lesson that fits their needs, ability and experience as a FLH.

In addition you must, of course, **spot and deal with any bad habits** that might have been acquired. They may have developed unsafe habits such as not leaving large enough separation distances or failing to carry out systematic observation routines. In dealing with these issues you should consider helping them to explore their own beliefs and motivations around these habits, fully explore any potential consequences of this behaviour and relate to the overall goal, put plans in place to help them make the necessary changes for safer driving. However the lesson must take the FLH forward in their learning. If it does not deliver what the FLH is looking for they will not engage with the learning process. For example a full license holder whose intention was to drive on a motorway will not engage in the learning if they don't feel it is beneficial to the overall goal. Whilst it's not impossible that the FLH would not achieve the overall goal of driving on the motorway in that session, it is vital that they see that the progress they have made is essential to the overall goal, they are aware of the risks and potential consequences of perhaps poor observations or separation distances, for example on a motorway, and agree with the plan for development.

In this way the FLH is becoming a safer, more aware driver, whilst continuing along the path to achieving their overall goal and can be confident that once this smaller goal has been achieved the bigger goal will be more achievable.

Whilst these areas are broad and general, you have the additional benefit of knowing your pupil in more detail. You know how they generally manage themselves in different situations and what their capabilities are around different road junctions and traffic conditions, how they cope with external factors such as questioning and instruction and how likely they are to overload. Use your knowledge of the pupil and the goals you've agreed to deliver a lesson that both matches their needs and is suitable to their current experience and ability by considering the outlines and examples above.

Whatever the experience and ability of the pupil make sure they are aware of exactly what it is they are going to be doing, what help they can expect from you and use opportunities within the lesson to check knowledge and progress, allow for reflection and build plans for development. Ensure that your route allows for this.

The [DVSA ADI 1](#) outlines its competencies as follows:-

<b>Indications of competence include:</b>	<b>Indications of lack of competence include:</b>
<ul style="list-style-type: none"> <li>• ensuring the pupil understands what they plan to do and agrees with that plan</li> <li>• a lesson that reflects the information given by the pupil and the learning goals they want to tackle</li> <li>• building in opportunities to check the statements made by the pupil before moving to more challenging situations</li> <li>• checking theoretical understanding</li> </ul>	<ul style="list-style-type: none"> <li>• delivering a pre-planned, standard lesson that doesn't take into account the pupil's expressed needs or concerns</li> <li>• failing to build in a suitable balance of practice and theory</li> </ul>

# The Goals For Driver Education Matrix (GDE)

	Knowledge & Skills	Risk Increasing Factors	Self-Evaluation
Level 4 The Person	Who am I? What goals & ambitions do I have? What skills do I have? What views and opinions do I hold? What do I enjoy most about driving? Why do I want to learn to drive?	What type of personality do I have and what are the risk increasing factors of being a thrill seeker, or aggressive, or anxious & nervous? What are the risks for me when I've passed my test?	How well do I manage myself? Am I able to reflect? Do I understand consequences to actions? How will I cope with driving once I've passed my test?
Level 3 The Journey	What do I need to know about planning my journey; what mode of transport should I use; what is the best time of day to travel; what roads should I avoid? What do I need to know about distractions, passengers, alcohol & drugs?	What risks are involved with drinking and driving, speeding, being distracted, using my mobile phone & driving, driving when tired, driving my mates?	How good am I at navigating & route planning? How does tiredness affect my concentration? What strengths do I have in dealing with peer pressure? What are my weaknesses?
Level 2 The Road	What do I need to know to drive in traffic, negotiate busy junctions, forward plan, read the road ahead, anticipate hazards; as well as driving in different weather conditions & at night?	What are the risks of driving at night, or in adverse weather conditions? What could go wrong if I don't look properly or forward plan?	How good am I at dealing with other traffic; what strengths do I have & what weaknesses?
Level 1 The Vehicle	What do I need to know to operate the controls smoothly, move away & stop, complete manoeuvres, deal with basic junctions; as well as, maintain my vehicle & carry out basic checks?	What if I didn't wear my seatbelt, or check my tyres, or carry out basic checks; what if I brake harshly, or accelerate fiercely, or steer sharply – what could go wrong?	How good am I operating the controls? What weaknesses do I have? How well do I choose the correct gear or time my gear changes?

Lee Jowett

# Were The Practise Areas Suitable?

**T**he third competence is essential to the development of the pupil around their learning goals and needs.

In essence then the route needs to give multiple opportunities for the pupil to work towards their learning goals. Be challenging enough to meet their needs without over-stretching their capabilities and provide any suitable platforms (roundabouts, traffic lights, dual carriageways etc.) agreed in the plan.

The DVSA ADI 1 states:-

*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*

## What do I need to do to do well here?

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?				3
Was the lesson plan adapted, when appropriate, to help the pupil work towards their learning goals?				
Score for lesson planning				

### 1. Consider your Pupils experience and ability:-

Part trained, Test standard, full license holder.

Whilst the DVSA have asked SE's not to take into consideration the amount of practical hours a pupil has previously undertaken when assessing a lesson, there will still be a basic expectation of the complexity of the route based on the capabilities of the learner. Ensure the route plan is suitably challenging for the capabilities of your client but also one where the pupil can take enough of the responsibility within their capabilities.

### 2. Meet goals and needs of pupil:-

Remember that the learning needs will be based around the three learning domains (Psychomotor, Cognitive, affective) and as such platforms will be used to develop these needs. Platforms such as roundabouts or traffic light junctions are not goals or needs. They are junctions and can be used to develop skills, knowledge/experience or thoughts and feelings. Goals often include some form of platform but if the goal is SMART it should uncover and include the learning needs to be developed.

When planning the route you should ensure that any platforms (roundabouts, traffic lights, dual carriageways etc.) meet the learning needs of the client. For example a learner who needs to improve the skill of approaching a roundabout at a good speed, potentially could be denied the opportunity to develop, if there are pedestrian crossings on the approach to every junction. You might consider a different platform to practise the skill, for example left turns major to minor, if the only roundabouts available may not give you the desired learning outcome. Perhaps encountering the roundabouts once the skill has developed, linking the previous learning to the new platform. Similarly a pupil who needed to improve their confidence in dealing with roundabouts might be overwhelmed by junctions that are extremely complex and as such learning won't take place.

### 3. Consider time management and areas for reflection:-

Generally speaking an ideal route would be short and repeatable and offer opportunities for reflection, plan for development and further practise of new strategies (Chunking). A route that offers four or five opportunities to develop the learning goals and needs and can be covered in around 5-8 minutes should be preferable. Once the route has been driven then your lesson plan should allow time for reflection. Ideally structure your lesson to include 70% practical experience 30% reflection. It is essential that your learner has time to process what they have achieved so that learning can take place and plans can be made to move forward. You may need to consider a route that mixes main roads and residential areas, if the main roads don't have suitable places for reflection. Once your pupil has spent a few minutes reflecting and developing strategies to achieve the goal, considered whether the levels of support need adjusting, then cover the route again allowing the pupil to apply new strategies and look at the benefits of the new plan. Repeat this process as many times as necessary for the pupil to achieve the goal, in which case you might consider perhaps moving onto a more challenging route, or until you need to head back to the test centre (time management!)

This process of short repeatable routes coupled with reflection can be referred to as 'chunking'. This is a model for learning that makes effective use of practice and repetition to take learning from the working memory to the unconscious competent stage efficiently. Only through active practice and repetition can information shift from working memory to the unconscious, allowing the learner to advance to higher level thinking. In addition to reducing the cognitive load, chunking also provides meaning and context to the information, making it easier to remember. So, decompressing the skill into bite-sized chunks and mastering them one at a time until the act becomes unconscious is an effective way of learning. For driver training the benefits are that the development takes place around what has already been learnt, and reflection can be applied to the drive to illicit a new plan, practise around the same route can accelerate learning and add context as the client can decide whether the new plan has been effective or needs adjusting, before trying again...Rinse and repeat!

Ensure the route meets the needs of the client and is suited to their ability and experience, is short and repeatable and can offer the opportunity to reflect or even adapt (the fourth competence on the SC1) where necessary if the pupil is not developing or has reached the goal and needs more of a challenge.

The DVSA NSDRT (2014) States we must know and understand:-

#### 6.2.M. how to plan routes for on-road training sessions that provide safe, legal and effective learning opportunities

The DVSA ADL 1 outlines its competencies as follows:-

<b>Indications of competence include:</b>	<b>Indications of lack of competence include:</b>
<ul style="list-style-type: none"><li>• ensuring the pupil understands what they plan to do and agrees with that plan</li><li>• a lesson that reflects the information given by the pupil and the learning goals they want to tackle</li><li>• building in opportunities to check the statements made by the pupil before moving to more challenging situations</li><li>• checking theoretical understanding</li></ul>	<ul style="list-style-type: none"><li>• delivering a pre-planned, standard lesson that doesn't take into account the pupil's expressed needs or concerns</li><li>• failing to build in a suitable balance of practice and theory</li></ul>

# Was The Lesson Plan Adapted, When Appropriate, To Help The Learner Work Towards Their Learning Goal

**T**he final competence under Lesson Planning, to ensure the plan meets the needs of the pupil during the session and that the levels of support and lesson structure are suited, that the client is achieving the learning goals because their needs are being addressed. If it's not working.... Adapt!

The [DVSA's Despatch blog](#) (August 2017) noted this competence as one of the top five reasons for an instructor to fail the Standards Check:-

*'Lesson planning-You need to show you can adapt your lesson plan, where appropriate, to help your pupil work towards their learning goals. You shouldn't stick to a planned lesson because the needs of your pupil might change throughout the lesson and it's important you can adapt to that'*

## What do I need to do, to do well here?

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?				3
Score for lesson planning				

### 1. Monitor progress, check body language, listen to your pupil:-

These skills are key to understanding your pupil and ensuring they are central to the lesson, remember it is Client Centred Learning, not instructor led. Is your pupil showing any physical signs of distress, or perhaps boredom, are they giving any verbal indications that the plan isn't working? Are they acting and reacting as they would normally?

How would you react if you were nervous, anxious or bored? How would each of these emotions affect your performance, body language and tone of voice? Knowing how your own emotions present themselves and understanding what affects your emotions have on your own performance and ability to learn are fundamental in you helping your client in this regard. So understand yourself and let that awareness guide your intuition of your pupils. If it looks, sounds, feels like there might be an issue...explore it.

### 2. Ask effective questions:-

Asking effective questions to explore any potential issues, is key to knowing whether your pupil is getting what they need from the session. Effective questions are ones that target **Thoughts** and **Feelings**. Remember to be careful not to ask too many questions on the move, especially questions which can distract your pupil from the task at hand. Any effective questions asked on the move should generally be restricted to checking thoughts or feelings about what's happening *AHEAD* rather than what has already happened. You don't want to distract your pupil from the task at hand by asking how they felt the previous junction had gone. If you imagine someone asking you a question about a previous experience while you're driving, perhaps a holiday you've just taken, or if you tried searching for your emotions regarding a past event, on the approach to a meeting situation....it's easy to see how your focus is taken away from the present. Simple questions to check your client is feeling ok or that their thoughts are on task, on the approach to the next junction or area of risk can be very effective and help you to know when the level of support you are providing might need adjusting.

"Are you still feeling .....about this next roundabout we are going to approach?"

Lee Jowett

“Are you thinking about what to do if the traffic lights change?”

Remember the route needs to be short and repeatable, with areas for reflection, and it's at these points where you can push further into conversation around your client's thoughts and feeling about the piece of driving they have just produced. Use simple to answer, effective questions, on the move to ensure your client is coping and to help you understand their thoughts and emotions, flag things up to come back to if you've not got time to question it on the move, then dig deeper once you've pulled in at a safe, legal and convenient location. Begin with questions about their thoughts and feelings around the goal, be careful to listen to their responses and don't dismiss their thought and feelings when considering the way forward. Once you've considered thoughts and feelings around the goal go back to any situations you may have flagged on the route:-

“Remember the red car I flagged up before the junction? What are your thoughts or feelings on that? Do you know why I asked you to remember it?”

Once you've gotten feedback around these areas then you should consider whether you need to adapt anything within the lesson due to the way your client is thinking or feeling or if any areas you may have flagged need addressing, particularly in the case of safety critical or potentially safety critical incidents.

Adapt more quickly if it becomes evident your client isn't coping when the car is moving.

### **3. Remember adapting the plan doesn't necessarily mean changing the plan:-**

When adapting the lesson it's vital to determine what it is about the lesson that needs changing, and ensure the pupil is aware of what is being changed and why. It might simply be the **Level of Support** that needs adapting as your pupil has overestimated their ability and needs more support than initially agreed, explain to them what they can expect and why if it's suitable, or act to keep the car safe and pull up and explain as soon as it's safe. Your pupil might want to adapt the level of support if, for example, they feel you had agreed more support than is necessary and they want a bit more responsibility for the next attempt. As long as both parties understand and agree to the new plan, it's not necessary to continue with the old plan. Alternatively it's important not to be led by the pupil into adapting the lesson plan before they are ready to take on more responsibility. If you're not convinced, stick to your guns, complete the route with the agreed level of support and once you've pulled up for reflection ask questions to target knowledge around the new plan and adapt the level of support to something BOTH parties agree is suitable.

It may be the **Teaching Style** that needs a rethink, it's not a one size fits all approach that would be considered client centred or that would be most efficient to your clients progress, we all process information differently be it **Visual, Kinesthetic, Auditory**, listen for clues in your pupils choice of language (see below illustration for examples) and simply ask them what would work better. Your pupil might benefit from being talked through something if you find they struggle with the plan and they are an auditorial learner. A demonstration from you of the manoeuvre might be extremely effective for a visual learner, talk through and demos can be really effective for multi-modal learners, however if your pupil is strongly visual then a demonstration in Silence would probably be most effective since opening up other information pathways can act as a block to the most effective mode. Kinesthetic learners are going to want to get going and have a go. Ask questions to check knowledge and let them get on with it. Don't block their pathways by over instructing. We cover each of these in more detail in the 3rd Chapter 'Teaching and Learning Strategies'

# Which Do You Communicate More In?



VISUAL

"I see what you mean."



KINESTHETIC

"It feels to me like..."



AUDITORY

"I hear what you're saying."

Perhaps the **Platform** needs adapting. If your learner is struggling to cope or isn't being challenged then adapt the platform you are using to something more suitable. In the case of the pupil needing more of a challenge, have in mind when planning your route that ideally you would like the option of more challenging platforms that are similar and fit the learning goal, should the needs of the client change throughout the session. Similarly your client's needs might change if they struggle with a particular skill within the goal, therefore your client might need an area they can use that's perhaps quieter to practise setting off, for example, without stalling, adding more gas and controlling the clutch quicker, accelerating off the start to help with getting into gaps before putting the new skill into the initial platform, for better results, thus helping them achieve the goal, by addressing their needs.

You may need to adapt the platform or even the lesson plan completely if it becomes obvious the pupil is out of their depth or in the case that the route is no longer available or appropriate at that time.

Listen to your pupil, observe their body language and progress, ask effective questions and adapt plans, platforms and teaching styles, wherever necessary to ensure their needs are met, so that they can achieve their goal.

DVSA ADI 1 states:-

*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.*

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The DVSA ADI 1 outlines its competencies as follows:-

<p><b>Indications that all the elements of competence are in place could include:</b></p> <ul style="list-style-type: none"><li>• <i>comparing the actual performance of the pupil with their claims and clarifying any differences</i></li><li>• <i>responding to any faults or weaknesses that undermine the original plan for the session</i></li><li>• <i>responding to any concerns or issues raised by the pupil</i></li><li>• <i>picking up on non-verbal signs of discomfort or confusion</i></li></ul>	<p><b>Indications of lack of competence include:</b></p> <ul style="list-style-type: none"><li>• <i>persisting with a plan despite the pupil being clearly out of their depth</i></li><li>• <i>persisting with a plan despite the pupil demonstrating faults or weaknesses that should lead to a rethink of the plan</i></li><li>• <i>changing the plan without reason</i></li><li>• <i>failing to explain to the pupil why the plan has been changed</i></li></ul>
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# KNOWLEDGEABLEE

## INSTRUCTOR TRAINING

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