

# **KNOWLEDGEABLEE**

**INSTRUCTOR TRAINING**

**OUR FULLY INTEGRATED PDI TRAINING COURSE.  
DELIVERED TO YOU.**

## **SESSION 5**

## Knowledgeable Instructor Training In-Car Session Five

### What to Expect

In Session Five you will continue to be assessed on your driving skills to part two standards, this time focussing on the **GDE matrix** and human factors that motivate behaviour. Consider the benefits of self-assessment for your clients in raising their self-awareness, and what might motivate their driving post- test. Consider how this approach differs from traditional fault-focused training.

You will continue looking at developing your commentary driving skills, around **alert/inform/instruct (what/why/how)** to form instruction and adapting the commentary for different levels of instruction.

You will look at how to deliver different levels of instruction around Mirrors Signal Manoeuvre (MSM) routines.

You will practice dividing the responsibilities for risk (SCI 5) using the reversing manoeuvres as a platform.

### How to prepare

- Watch the video on Manoeuvres.
- Practice own driving. focus on any situations where your mood and the context of your journey have had an impact on your driving - positive or negative.
- Practice the Manoeuvre routines: - Turn in the road, reversing to the left and right, Parallel parking, Bay parking reversing in, Bay parking driving in reversing out, pulling up on the right-hand side of the road, reversing 2-3 car lengths and driving on.
- Observe other drivers - Eyes/Hands/Feet. Particularly if they are reversing. Try to observe BEFORE they act and include safety checks of the surrounding areas. Is it safe?
- Continue to study Theory Test Pro towards part One. Assess your progress, would you pass a part one test currently? If not, what do you need to do?
- Read through manoeuvres in Practical teaching skills and driving the essential skills.
- Complete the lesson plan on all the manoeuvres, include a short briefing, list suitable practice areas, note some Questions to target knowledge and keep the car safe on the move. Consider the goals and objectives of a pupil during the lesson.
- Read through the manoeuvres section of the Knowledgeable Instructor Training Session Five guide.

You get out of the course as much as you put in and spend as much time as possible between in-car sessions practicing and developing your hazard management skills, theoretical knowledge, driving ability and teaching/instructor skills.

## The Manoeuvres

The manoeuvre routines refer to pieces of driving on the driving test, both learner and part 2, which include reversing. The ability to reverse a car safely is an essential skill for drivers at any level, allowing them to park safely, turn the vehicle around or get out of tricky situations.

To reverse safely a driver must be competent in the following **key skills**: -

- **Car control**
- **All-around observations**
- **Obtaining a reasonable degree of accuracy**

This is true for reversing on any driving test, but most importantly for real-world manoeuvring post-test. Throughout lessons provide your pupils with as many opportunities to perform real-world reversing and manoeuvring.

An example of this might be to perform the parallel park manoeuvre between two cars (typically a learner will not be assessed on their ability to reverse between two cars, only behind one on test.) once the learner is competent enough in the key skills. Ensuring that the learner is aware of their responsibilities and that you will keep the car safe while they practice.

Have them consider how they will cope in a more real-world environment post- test: -

- How will they cope on a busy road, with cars passing and pedestrians on kerbs?
- Will they be able to cope with the pressures of other drivers?
- What if they are late for an important appointment and have to deal with the above?
- Peer pressure - How will their friends react to their parking, and what effect will this have in terms of distracting them from the **key skills**?

This takes the learner beyond the driving test, into their world as a driver. In turn, this makes performing a manoeuvre on the test more straightforward, increasing their chances of success in that regard also.

It is also important to consider manoeuvring that isn't assessed on a driving test, how will they turn the car around where necessary or get out of tricky situations?

Your clients will be asked to perform **ONE** manoeuvre on their driving test, you will be asked to complete **TWO** manoeuvres on your part two test.

The following manoeuvres are currently assessed on both learner driver and part two tests against the **key skills**: -

- Parallel Park.
- Bay Parking (Forwards).
- Bay Parking (Reverse).
- Pulling up on the right-hand side of the Road and reversing back 2 car lengths.



The following manoeuvres are **NOT** currently assessed on either the learner driver test or the part two test: -

- Turn in the Road
- Reversing around a corner.

Whilst these manoeuvres are not currently assessed on tests, they are fundamental to real-world driving and where possible should be included in the syllabus for learners. Consider where they live, work, attend college etc. and find ways in which they might manoeuvre the vehicle to change direction. What time of day and volume of traffic will they face? What are the risks and what is necessary to perform the manoeuvres safely? How will they cope?

The following guidelines are more about what is required for each manoeuvre on the test, the **key skills** are applicable for all: -

### **Parallel Park**

The learner will be asked to pull up on the left-hand side of the road, way before the parked vehicle which will be used for the manoeuvre. They will be informed that they are going to be asked to perform the Reverse Park manoeuvre. They will be expected, when safe to do so, to pull up at the side of the parked vehicle and select reverse gear, giving any other signals that may be necessary. They will then be expected to reverse into the space behind the vehicle, when safe to do so, and finish reasonably close to the kerb (no further than a grates width) and parallel to the kerb (reasonably). They will be allowed to reverse no more than roughly two car lengths and can shunt the car forwards and backward to finish in a parked position.

Remember the **key skills** that they will be assessed against: - **Control, Observation, Accuracy**

### **Bay Park (Forwards/Reversed)**

The learner will be asked to choose any bay they would like and either reverse in (Typically in the DVSA test centre car park) or drive forwards in (Typically in a public car park out on the route). It is expected that the candidate would not travel beyond the initial bay, into a second bay either in front or behind, although doing this safely would not result in a serious fault being recorded. It is perfectly acceptable for the candidate to shunt forwards and backwards, if necessary, to complete the manoeuvre. In the case of the forwards bay park, the candidate will be expected to reverse safely out of the bay to complete the manoeuvre. It is expected and accepted that the learner should finish within the lines, even if one or both wheels are touching the line. It is not acceptable to finish with any of the wheels fully over the line, fully into the next bay.

Remember the **key skills** that they will be assessed against: - **Control, Observation, Accuracy**

### **Pulling up on the right**

On the move, the learner will be asked to pull up on the right-hand side of the road, **when it is safe** to do so. The introduction of this manoeuvre was designed to increase opportunities for learners to develop evaluation skills and the ability to make **good decisions**, through driver training. Ensure that your clients are aware that it is expected that they will evaluate a **safe place** and make **their own** decisions on the move, during this manoeuvre. It is also accepted that it may not be possible to perform the manoeuvre if a safe place cannot be sought or if opportunities are missed. They should not rush or panic, as even in not performing the task they are demonstrating evaluation and decision-making skills!

Once pulled up, they will be asked to reverse around two to three car lengths, keeping close to the kerb, being careful not to either mount the kerb or drift into the road. It would be acceptable to shunt

forwards if necessary to correct either of these elements.

Once the reverse is complete the learner will be asked to drive on again when it is safe to do so, they must consider where they need to look to ensure safety and consider crossing the path of any oncoming vehicles when moving *off*.

Remember the **key skills** that they will be assessed against: - **Control, Observation, and Accuracy.**

## Lesson Plan - Parallel Park

Write up a lesson plan including: -

What the pupils' goals might be and the potential learning objectives, a short briefing, different ways in which you could deliver information for Visual/Audio/Kinaesthetic learners, suitable practice areas for beginners, partly trained and test standard pupils and some example Questions to help your client's development. Consider different situations and road types in which they might perform the manoeuvre, and which situations might be best suited to different stages of learning. Think about what stage of learning might be best suited to controlling the vehicle in reverse, with accuracy and all-around observations.

Refer to the presenter and reference books, consider other places you could find information (online, YouTube etc)

Goals and Objectives
Briefing
Ways to deliver info (VAK)
Suitable practice areas
Closed Questions to Target Knowledge: - (e.g. What is the difference between an open and closed junction)
Leading and Command Questions to Keep Car Safe: - (e.g. When will you change to gear 1 for this closed junction)

## Lesson Plan - Bay Parking (Forwards/Reversed)

Write up a lesson plan including: -

What the pupils' goals might be and the potential learning objectives, a short briefing, different ways in which you could deliver information for Visual/Audio/Kinaesthetic learners, suitable practice areas for beginners, partly trained and test standard pupils and some example Questions to help your client's development. Consider different situations and road types in which they might perform the manoeuvre, and which situations might be best suited to different stages of learning. Think about what stage of learning might be best suited to controlling the vehicle in reverse, with accuracy and all-around observations.

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Suitable practice areas
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Leading and Command Questions to Keep Car Safe: - (e.g. When will you change to gear 1 for this closed junction)

## Lesson Plan – Pulling up on the Right

Write up a lesson plan including: -

What the pupils' goals might be and the potential learning objectives, a short briefing, different ways in which you could deliver information for Visual/Audio/Kinaesthetic learners, suitable practice areas for beginners, partly trained and test standard pupils and some example Questions to help your client's development. Consider different situations and road types in which they might perform the manoeuvre, and which situations might be best suited to different stages of learning. Think about what stage of learning might be best suited to controlling the vehicle in reverse, with accuracy and all-around observations.

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Briefing
Ways to deliver info (VAK)
Suitable practice areas
Closed Questions to Target Knowledge: - (e.g. What is the difference between an open and closed junction)
Leading and Command Questions to Keep Car Safe: - (e.g. When will you change to gear 1 for this closed junction)



## Lesson Plan – Turn in the Road

Write up a lesson plan including: -

What the pupils' goals might be and the potential learning objectives, a short briefing, different ways in which you could deliver information for Visual/Audio/Kinaesthetic learners, suitable practice areas for beginners, partly trained and test standard pupils and some example Questions to help your client's development. Consider different situations and road types in which they might perform the manoeuvre, and which situations might be best suited to different stages of learning. Think about what stage of learning might be best suited to controlling the vehicle in reverse, with accuracy and all-around observations.

Refer to the presenter and reference books, consider other places you could find information (online, YouTube etc)

Goals and Objectives
Briefing
Ways to deliver info (VAK)
Suitable practice areas
Closed Questions to Target Knowledge: - (e.g. What is the difference between an open and closed junction)
Leading and Command Questions to Keep Car Safe: - (e.g. When will you change to gear 1 for this closed junction)



## Lesson Plan – Left/Right Reverse (Corners)

Write up a lesson plan including: -

What the pupils' goals might be and the potential learning objectives, a short briefing, different ways in which you could deliver information for Visual/Audio/Kinaesthetic learners, suitable practice areas for beginners, partly trained and test standard pupils and some example Questions to help your client's development. Consider different situations and road types in which they might perform the manoeuvre, and which situations might be best suited to different stages of learning. Think about what stage of learning might be best suited to controlling the vehicle in reverse, with accuracy and all-around observations.

Refer to presenter and reference books, consider other places you could find information (online, YouTube etc)

Goals and Objectives
Briefing
Ways to deliver info (VAK)
Suitable practice areas
Closed Questions to Target Knowledge: - (e.g. What is the difference between an open and closed junction)
Leading and Command Questions to Keep Car Safe: - (e.g. When will you change to gear 1 for this closed junction)

## Lesson Plan - Mirror/Signal

Write up a lesson plan including: -

What the pupils' goals might be and the potential learning objectives, a short briefing, different ways in which you could deliver information for Visual/Audio/Kinaesthetic learners, suitable practice areas for beginners, partly trained and test standard pupils and some example Questions to help your client's development. Consider different stages of learning and at what stage the learner will be best capable of performing critical thinking skills such as evaluating following traffic and making decisions based on the information they gain from the mirrors. In the early stages of learning it is advisable to focus on forming habits in terms of using mirrors, with more context gained in the later stages. Develop your pupil's ability to assess risk by asking questions like "Is it safe?" rather than simply instructing them with which mirrors to check.

Refer to presenter and reference books, consider other places you could find information (online, YouTube etc)

Goals and Objectives
Briefing
Ways to deliver info (VAK)
Suitable practice areas
Closed Questions to Target Knowledge: - (e.g. What is the difference between an open and closed junction)
Leading and Command Questions to Keep Car Safe: - (e.g. When will you change to gear 1 for this closed junction)



**Knowledgeable Instructor Training Reflective Learning**

**Developed Driving**

What went well?
What areas do I want to develop?
How am I going to develop this/when/how much time/resources?
Date to achieve/review.

**Knowledgeable Instructor Training Reflective Learning**

**Commentary Driving**

What went well?

What areas do I want to develop?

How am I going to develop this/when/how much time/resources?

Date to achieve/review.

**Knowledgeable Instructor Training Reflective Learning**

**Giving Instruction**

What went well?

What areas do I want to develop?

How am I going to develop this/when/how much time/resources?

Date to achieve/review.

**Knowledgeable Instructor Training Reflective Learning**

**Divide Responsibility**

What went well?

What areas do I want to develop?

How am I going to develop this/when/how much time/resources?

Date to achieve/review.

### Knowledgeable Instructor Training Online Session Five

As part of your preparation for in-car session Five, and as part of your development to become a great driving instructor, in the week before your in-car session we will attempt to arrange a suitable time to deliver the online section of your training, via Zoom. You will receive a link to follow that will take you directly into the session.

The online section should take between 40 minutes to an hour to complete.

During Knowledgeable Instructor Training online Session Four you will discuss and train around the following areas: -

- Your progress over the past couple of weeks.
- How to ensure the pupil understands how the responsibility for risk will be shared (SCI Competence 5)
- How to use active listening skills - Repeating back, Paraphrasing GOE Matrix – Motivating Factors in driving levels 4&3.

Date of completion online session five: \_\_\\_\_\\_\_

Date of completion in-car session five: \_\_\\_\_\\_\_