

KNOWLEDGEABLE
INSTRUCTOR TRAINING

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

SESSION 6

Knowledgeable Instructor Training In-Car Session Six

What to Expect

In Session Six you will continue to be assessed on your driving skills to part two standards and look at commentary, this time focussing on asking Questions to manage risk. Consider how managing risk with well-timed leading questions can help the learner develop evaluation skills and take responsibility. Consider how this approach differs from traditional instructional training.

You will look at how to give clear and timely directions (SCI 6).

You will practice being aware of the surrounding areas and your pupils' actions (SCI 7).

You will practice using effective Questions to help your clients to achieve their goal and to manage risk.

How to prepare

- Watch the video on Effective Questions.
- Practice own driving. focus on hazard scanning and ask leading Questions to manage risk.
- Observe other drivers - Eyes/Hands/Feet and the surrounding areas, try to anticipate their actions and observe them before they act.
- Continue to study Theory Test Pro towards part One. It would be a good time to have your part one booked or even passed.
- Read through the core competencies in Practical teaching skills.
- Read up on Moving off and stopping in Practical Teaching Skills and Driving the Essential Skills.
- Complete the lesson plan on Moving off -(flat, uphill, downhill, angled) include a short briefing, list suitable practice areas, note some Questions to target knowledge and to keep the car safe on the move. Consider the goals and objectives of a pupil during the lesson.
- Read through The Core Competencies and Dealing with Faults section of Knowledgeable Instructor Training Session Six 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 Core Competencies and Dealing With Faults

The Core Competencies are a crucial structure of skills which enable the instructor to aid the development of the client and to also keep the car safe.

The Core Competencies are outlined as follows: -

Fault Identification

To identify a fault, an instructor must first know where to look. Awareness is the key here. Throughout the past five sessions, we have looked at taking your learning back a stage, from Unconscious Competence to Conscious Competence about your own driving. You have also been practising observing other drivers (Eyes/Hands/Feet) as a passenger. Being consciously aware of your actions helps you to know when and where to look, to ensure your pupil is acting correctly and in the correct order (routines MSM, MSPSGL). Being aware of routines and your actions helps you to determine when a fault has been committed.

Being aware of your pupil's actions, and the surrounding areas help you to anticipate fault. Ensuring that your directions and instructions are clear and well-timed ensures that the pupil doesn't commit a fault due to **your** poor performance!

Fault Analysis

Traditionally the core competencies were led by the instructor, with the instructor providing the remedy from their perceived analysis of the fault. The problem with this model is that as instructors we can only analyse the behaviour that we see, we cannot comprehend the human factors (beliefs, attitudes, emotions) that may have led to the behaviour.

In this case, we must discuss with our pupils their understanding of the fault and any human factors involved to lead the client to an effective remedy (Client Centred Learning).

Fault Remedy

The ability to analyse and remedy faults are key skills for new drivers, critical to them staying safe in their crucial first years on the road. As a result of this, it is now expected that the learner will play at least some role in remedying the fault. It is our job as instructors to know whether the remedy will be effective, to provide our input where necessary, to help the pupil understand the risks of their actions and then to provide them with the opportunity to put the new plan and remedy into practice.

Although the Driving Test is a fault-focused assessment, we must ensure that our training does not follow a similar pattern, as research suggests that learning is accelerated around a clear goal, with reflective learning and a sense of optimism.

Identifying Faults

Consider you have asked your pupil to **turn right into the next junction**, run through the MSPSGL sequence and list **where you need to look** to identify the fault: -

- Before giving directions.
- Mirrors.
- Signal.
- Position.
- Speed/Gear.
- Looking into the road
- Turning into the new road
- Straightening up on the new road
- Checking for the following traffic
- Accelerating away

Consider the type of faults that could occur during each stage of the routine and **list one fault** for each stage: -

- Before giving direction
- Mirrors
- Signal
- Position
- Speed/Gear
- Looking into the road
- Turning into the new road
- Straightening up on the new road
- Checking for the following traffic
- Accelerating away

Finally, look at your list of faults and consider if the fault is simple enough to remedy on the move, or complex or serious enough that it would be better to pull up to discuss to ensure the pupil understands the potential risks.

Mark each fault with either. S. (side of the road) or M (on the move)

Analysis and Remedy

Imagine your pupil turned early and cut the corner when turning right into the junction. Think of one reason (Analysis) that has led to the corner cut for each of the following three learning domains: -

- Knowledge (Cognitive)
- Control skills (Psychomotor)
- Attitude (Affective)
- Now suggest some remedial action for each of the causes: -
- Knowledge (Cognitive)
- Control skills (Psychomotor)
- Attitude (Affective)

Lesson Plan - Moving off and the clutch (Flat/Uphill/Downhill/Angled)

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 controlling the car with the clutch on a hill, dealing with pressures from other drivers whilst setting off uphill, setting off from the side of a faster road accelerating to build speed quickly. When will they be competent enough to attempt to move away around a close parked vehicle?

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 Reflective Learning

Observing the Pupil and Surroundings and Giving Timely Directions

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

Core Competencies, Fault ID, Analysis & Remedy

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 Six

As part of your preparation for in-car session Six, 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 Six you will discuss and train around the following areas: -

- Your progress over the past couple of weeks.
- How to deal with faults and the Core Competencies.
- How to use effective questioning techniques.

Date of completion online session six:

Date of completion in-car session six: