

KNOWLEDGEABLE

INSTRUCTOR TRAINING

OUR FULLY INTEGRATED PDI TRAINING COURSE.
DELIVERED TO YOU.

SESSION 7

Knowledgeable Instructor Training In-Car Session Seven

What to Expect

In Session Seven you will continue to be assessed on your driving skills to part two standards again looking at the manoeuvres, the Emergency stop procedure and independent driving. Consider how you can deliver these subjects to a pupil and the benefits of each to their driving post-test.

You will look at the core competencies and how they underpin instruction in goal-focused training.

You will look at how to use timely and appropriate verbal and physical intervention (SCI 8).

How to prepare

- Practice own driving. focus on hazard scanning and consider how this can reduce the chances of having to perform an emergency stop. Practice following the sat nav and road signs and consider what effect this has on your ability to take in the surrounding areas, and what impact it could have on your pupils. Practice the manoeuvres and the key skills. Commentate your actions whilst performing each.
- Observe other drivers - Eyes/Hands/Feet and the surrounding areas, try to anticipate their actions and be observing before they act.
- Continue to study theory test pro towards part One. Even if you've already passed part one, it's great to keep refreshing your knowledge.
- Read up on Meeting, crossing, overtaking, adequate clearance and anticipation in Practical Teaching Skills and Driving the Essential Skills.
- Complete lesson plan on Meeting/Crossing/Overtaking/Adequate Clearance/Anticipation.
- Look at these competencies in Knowledgeable Instructor Training Presenter, 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 these lessons.
- Read through the Timely and Appropriate Intervention section of the Knowledgeable Instructor Training Session Seven 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.

How To Give Timely and Appropriate Interventions

Timely and appropriate intervention is crucial to the development of the pupil and the safety of the vehicle and relies on our abilities to observe the pupil and the surrounding areas.
But what constitutes appropriate intervention and how do I decide the right time to intervene?

Appropriate

Appropriate information should centre around the Goal and Risk.

Ask yourself the following questions:

Is the information I am giving or requesting part of the goal of the lesson?

Is it related to agreements made when dividing the responsibilities for risk? e.g. The goal of the lesson is to approach speed to junctions but as part of the responsibilities, has asked to be prompted about parked cars so that they can improve their speed and distance when dealing with them)
Is the purpose of the intervention to keep the car safe?

If the answer to **any** of these questions is **YES**, then the intervention is appropriate.

If the answer to **all** these questions is **NO**, then the intervention is **not** appropriate.

If you are spending time in between sessions researching instructional techniques online, for example on YouTube, that is great because it supports your learning in the sessions and forms links in the brain, the more times we recognise and associate practice and experience with new learning it accelerates the process of learning. However, the Standards Check {Part 3} replaced the old-style **Check Test** qualifying exam in April of 2014 and the **DVSA's National Standards For Driver and Rider Training** were first published in October of 2011.

Many of the training videos that can be found online focus on driver training before the formation of The Standards and centre around outdated instructional techniques, for example, **part-trained instruction**, where it was felt that pupils would learn most effectively by being talked through everything that was happening in the surrounding areas by the instructor, much like how you will have started with commentary driving on your first in-car session. The information would be constantly fed to the pupil around: - The road, markings, crossings, traffic lights, pedestrians, road signs etc. regardless of any goals for the session.

In a **Goal-focused, Client Centred Learning** environment much of this information becomes inappropriate. It can prove to slow down the learning process due to task overload, multi-sensory overload, and a lack of responsibility for learning and safety and prevent the learner from developing their ability to scan for hazards and evaluate.

Silence is proven to accelerate learning as it allows the pupil to focus on the task, without dividing the senses into unnecessary pathways. It also provides the learner with opportunities to develop key skills for themselves, such as evaluation and hazard monitoring.

In short, if the purpose of the intervention is not around the goal of the session or to keep the car safe, then most likely it is not appropriate.

Timely

Timely intervention requires that you develop the skills of observing the pupil and the surrounding areas, as well as being aware of exactly how and when you would be responding to hazards.
You might break this competency up into the following four elements: -

Observation and silence

Whilst observing the surrounding areas you notice a pedestrian approaching the Zebra crossing up ahead. You observe the pupil (**Eyes, Hands, Feet**) and notice that they check its safe behind (**Mirrors**) and ease off the gas and begin to brake (**Manoeuvre**). The timing of your observation is essential. Remaining silent in this case is most appropriate as it keeps responsibility with the pupil and confirms that they are acting appropriately.

Observation and Leading Questions

Whilst observing the pupil on the approach to the zebra crossing you notice that they aren't responding (**Eyes/Hands/Feet**) to the pedestrian. Well-timed verbal intervention at this point can keep the learner in control and responsible for dealing with the risk. A **leading question** such as: -

'Have you noticed the pedestrian at the crossing?'

Would be most appropriate, time permitting. Followed by further observation.

Observation and Command Questions

Having observed that the pupil is still not responding to the hazard, or realising that time is of the essence, a well-timed **command question**, such as: -

'Don't you think you need to BRAKE now?' (With emphasis on the command)

This would be the most appropriate call to action in this scenario, as although instruction by way of a command is given, it is given in the form of a question which allows the learner to decide to act rather than simply respond.

Physical Intervention

This form of intervention should be an instructor's last resort when dealing with risk. However, time permitting it might be the first response, because there is simply no time to safely intervene in any other manner.

Physical intervention, by way of **dual controls**, where the pupil has failed to respond to an area of risk appropriately must be followed up with **sufficient feedback**, at the side of the road where the learner can focus on the conversation, to ensure that they fully understand the severity of the safety critical incident (SCI 9)

Outside of the goal of the session, depending on the competency of the pupil, or the severity of the risk, it is perfectly fine and sometimes most appropriate, to fully instruct the pupil through the area of risk to keep the car safe and to keep them focussed on the goal.

You wouldn't want to be asking Questions to a pupil with an emergency vehicle speeding up behind you with blue lights on! This would not be an appropriate intervention. The purpose of instruction is to help us keep the car safe and deal with situations that are beyond the capabilities of our pupils or to help them develop their capabilities. Depending on their learning needs and learning styles.

Imagine you are approaching a roundabout with a pupil.

Having observed the roundabout approaching, you notice the pupil isn't responding as you expect.

Consider the routine on approach (MSPSGL) and come up with three leading questions, three command questions and three forms of physical intervention you might need to provide: -

Leading Questions

- 1.
- 2.
- 3.

Command Questions

- 1.
- 2.
- 3.

Physical Intervention

- 1.
- 2.
- 3.

Lesson Plan - Meeting traffic

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 and making complex decisions without instruction or prompting. It can be very difficult during the unconscious incompetence and conscious incompetence stages of learning to focus on the controls of the car, and the situation ahead and to try to make complex decisions that require clarity of thought. That's without even mentioning the myriad of emotions that the learner might be experiencing.

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 – Crossing Traffic

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 and making complex decisions without instruction or prompting. It can be very difficult during the unconscious incompetence and conscious incompetence stages of learning to focus on the controls of the car, and the situation ahead and to try to make complex decisions that require clarity of thought. That's without even mentioning the myriad of emotions that the learner might be experiencing.

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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 - Overtaking

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 and making complex decisions without instruction or prompting. It can be very difficult during the unconscious incompetence and conscious incompetence stages of learning to focus on the controls of the car, and the situation ahead and to try to make complex decisions that require clarity of thought. That's without even mentioning the myriad of emotions that the learner might be experiencing.

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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 – Adequate Clearance

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 and making complex decisions without instruction or prompting. It can be very difficult during the unconscious incompetence and conscious incompetence stages of learning to focus on the controls of the car, the situation ahead and to try to make complex decisions that require clarity of thought. That's without even mentioning the myriad of emotions that the learner might be experiencing.

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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)

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Lesson Plan - Anticipation

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 and making complex decisions without instruction or prompting. It can be very difficult during the unconscious incompetence and conscious incompetence stages of learning to focus on the controls of the car, the situation ahead and to try to make complex decisions that require clarity of thought. That's without even mentioning the myriad of emotions that the learner might be experiencing.

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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 Surrounding, 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 Comps, 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 Reflective Learning

Timely and Appropriate Verbal and Physical Intervention

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 Seven

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

- Your progress over the past couple of weeks.
- The Theory of Planned Behaviour
- How to use effective questioning techniques

Date of completion online session seven: / /

Date of completion in-car session seven: / /