

KIT MAG

E - MAGAZINE APRIL 26



WELCOMES . . .



Time for change

24% of fatal or serious injury collisions in Britain involve 17 to 24-year-olds

Young drivers are at high risk - but tragedy isn't inevitable. With the right support and safeguards, we can prevent lives being lost and families torn apart. It's time to act.

BLOGS FROM:

Sharron Huddleston, Lee Jowett,
Mick Knowles, Diane Hall, Ray
Seagrave, Alison Harper, Terry
Cook, Josh Hollerhan, Terry Lefteri,
Pennie Alexander, Nick Butters

**#KNOWLEDGEABLE
GOOD CPD**

THE INDUSTRY E-MAG..

That **Keeps Inspiring** Today's Instructors

ALSO THIS ISSUE...

Meet The Instructor
Ask MIA
Protect Young Drivers

Our Partners...
HELP appeal
My Learner Driver



DON'T LET THIS HAPPEN AGAIN



SHARRON HUDDLESTON

'Caitlin's Campaign' Campaigning for safety precautions (GDL/ British Graduated Driving Licensing) to be implemented in the UK for young novice drivers and their peer aged passengers In memory of my daughter Caitlin II

These were the words used as the headlines in our local newspaper the day after my 18 year old daughter Caitlin's Inquest in September 2018.

The words were from the Coroner from Cumbria recommending a Graduated Driving Licensing system to be implemented nationwide to prevent future deaths from happening in the same circumstances as my daughter Caitlin was killed, as a teenage passenger in a young teenage novice drivers car. The Coroner stated that young newly qualified drivers should not carry their peer aged friends as passengers by law for a limited time until they have gained more experience driving solo or with an older experienced driver first. I had asked the Coroner to write a Preventing Future Deaths Report. We as a family were so relieved that he agreed to and he wrote to the Department for Transport with his recommendations.

In the newspaper article we said that "our daughter and her friend were victims of an outdated system which cuts the lives short of a series number of young people whilst destroying and rewriting lives on an almost daily basis".

Sadly, horrific deaths on our roads involving young drivers continue. This is despite repeated calls for action and clear evidence from experts, research, and other countries that have seen significant reductions in young driver crashes after introducing elements of Graduated Driving Licensing. As a bereaved parent, I would not be writing this blog if the Government had acted decades ago.

JULY 14TH 2017 – THE DAY OUR FAMILIES LIVES CHANGED FOREVER



'DO I LOOK OK MAM?'

Little did I know that these would be the very last words that my precious youngest child Caitlin would say to me that evening. She'd also asked me to fasten the buttons on the back of her blouse. This also being the last time I would touch her alive ever again. When Caitlin's clothes were brought back to us the buttons on the back of her blouse were still fastened as the emergency services had to cut her clothes from her. Caitlin was just 18 years old when she accepted a lift to a restaurant from her 18 year old female friend, who had passed her driving test four months previously. Heartbreakingly, just moments after leaving our family home, our beautiful, quietly spoken, kind, sensitive and loving daughter was killed in a fatal road traffic collision on the A595 in the village of Bootle in Cumbria at approximately 7.55pm on a rural road.



Caitlin's friend had lost control on a bend in the wet road - entering too fast for her experience of driving, the Coroner said. The car spun onto the opposite carriageway and was significantly side impacted by a van travelling in the opposite direction. Caitlin took the full impact of the crash into the front passenger door and died on impact. Her friend driving was also killed and the teenage back seat passenger and the van driver were both seriously injured.

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In this one crash alone four families lives were affected - two families bereaved and two people seriously injured.

At my daughter's Inquest in September 2018, the Coroner for Cumbria said the crash was due to the newly qualified driver's inexperience. There were no breaking of any laws. No mobile phone, drugs or alcohol use and the girls were all wearing their seatbelts. The main cause of young driver crashes is youth and inexperience.

I now know through my research that young drivers are disproportionately likely to be involved in a crash, and that almost a quarter (24%) people killed or seriously injured on Britain's roads are in a collision with a young driver, even though this age group makes up only about 7% of the total driving population.

In any other walk of life, if this much harm was happening to our younger generation there would be a public outcry, yet young deaths through road crashes seem to be accepted by society. Why? This is so deeply upsetting to anyone who has lost a loved one in a horrific road traffic collision.



FINDING OUT OUR DAUGHTER'S DEATH WAS TOTALLY PREVENTABLE

A few months after this tragedy, I was made aware of a law that has been in place in other countries for many years, and has proven to reduce young driver, young passenger and other road users deaths. This law is called GRADUATED DRIVING LICENSING and international evidence shows that GDL can reduce collisions involving young drivers by 20-40%.



GDL systems are a phased approach to driving which builds experience to minimise risk to young and novice drivers.

One element of this law which struck me was that newly qualified teenage drivers could not carry their peer age friends as passengers for a limited time after passing their driving test, until they had gained more experience. I discovered that with every extra same age passenger, young drivers are 4 to 5 times more likely to have a crash. It was and still is heart-breaking for our family to know Caitlin's death was preventable, if only the UK had implemented this life saving law many years ago. Through my research into GDL I discovered that all through Caitlin's life and many years before she was even born so many people had campaigned for this law to be introduced in the UK. So many missed opportunities. Even a Police Officer from our own county of Cumbria, the county in which Caitlin grew up in and was tragically killed in, had campaigned for the introduction of this law, a decade before Caitlin was killed.



We as a family cannot change the inaction of past Governments, but we cannot let another 20 years pass without progress to protect our younger generation. So I set up 'Caitlin's Campaign' and launched our campaign and website during Brake's Road Safety Week in November 2018 on what should have been Caitlin's 20th birthday the 23rd November. I have tirelessly been lobbying Government and campaigning ever since.

DON'T LET THIS HAPPEN AGAIN



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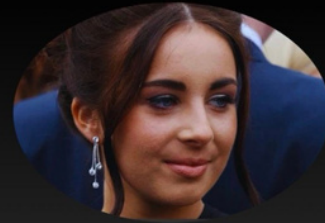
I found the courage and strength to do this after the Coroner at Caitlin's Inquest agreed that strengthening of our driving licensing system would help prevent future young deaths and wrote a Preventing Future Deaths Report to the Department for Transport. Since Caitlin's Preventing Future Deaths Report in 2018 there have now been 6 more Coroner's around the country - all calling for a strengthening of the driving licensing system in the UK. This speaks volumes.

I want to let all parents of teenagers and young drivers themselves know the risks posed to them upon passing their driving test. Everything that I was unaware of before Caitlin's preventable death. I feel so passionate about this. So in 2022 the 'Caitlin's Message' information pages were created and published in the 'Learning to Drive' - 'The Parents Guide' booklet published by FirstCar, with the help of Edmund King from the AA Charitable Trust, who I had previously worked with on the 'Caitlin's Hour' documentary style, one hour radio show interview, raising awareness of the dangers of rural roads to young drivers.

I didn't know before Caitlin's death that rural roads are where most young driver crashes occur. I was under the common misperceptions that motorways were more of a danger. I now know better.



In 2023 after a few years speaking with a few other bereaved families campaigning for GDL I decided I wanted to reach out to more bereaved families to form a group of us all calling on the Government to implement safeguards for young novice drivers. I decided to call the group 'Forget-me-not Families Uniting'.



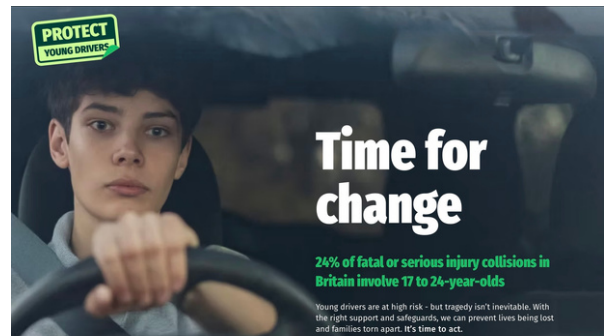
Caitlin's Campaign

Demanding Answers for Young Driver Safety

Sharron Huddleston

All this information is now available on the new Protect Young Drivers website www.protectyoungdrivers.com Created by Rebecca Morris from Vision Zero Communications and the Parliamentary Advisory Council for Transport Safety.

This website is a trusted, single online source for facts, research and evidence, on young driver safety...rather than it being in multiple places.



Most people think nothing of climbing into a car and driving short or long distances. Yet 5 people die everyday on UK roads and over 80 people are seriously injured due to road traffic collisions.

The second leading cause of death in the UK to our younger generation is road traffic collisions. Road crashes are a bigger threat to young people than drugs, gun and knife crime.

I had protected Caitlin all her life. I wouldn't even let Caitlin go to a music festival until she was 18. In the year of 2017, Caitlin was 18, and so she was planning on going to her first music festival. She had her rucksack ready and her wellies and rain coat bought. We'd even practiced and plaited her hair for her going to the festival. Sadly she never got to go to that festival...as she was buried in our local churchyard on that very day. I now know she would have been safer going to a festival rather than being a passenger in a young newly qualified drivers car.

DON'T LET THIS HAPPEN AGAIN



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Young new drivers are hugely at risk with approximately one in 5 involved in a crash within their first year of driving. This is a human made problem. Why do Government Minister's and society put cars before human lives? This is not acceptable. Something has to change to stop this needless loss of lives on our roads.

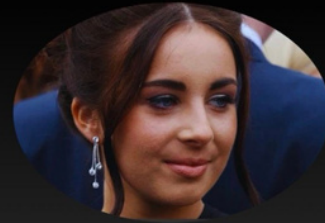
I am a voice now for Caitlin and this is my focus to carry on living. It's sadly and heartbreakingly too late for my daughter Caitlin, but through her name I hope to stop this tragedy from happening to any other family. I will campaign and raise awareness until this life saving law is implemented in the UK.

I want to raise awareness of the positives of GDL. In the past GDL has been framed negatively. Using words like restricting or penalising young drivers. The only people who have been restricted or unfairly penalised are the victims of young driver crashes. Elements of GDL will give our younger generation a safer future and safe mobility. There's a duty of the decision makers in Government to protect our inexperienced young drivers, their passengers and other road users. Our children should NOT be classed as statistics in road crashes, they are the most precious gifts we have been given as parents.



Sharron Huddleston.

**In Loving Memory of My Precious Daughter -
Caitlin Lydia Huddleston. Aged 18**



Caitlin's Campaign

Demanding Answers for Young Driver Safety

Sharron Huddleston

PROTECT YOUNG DRIVERS

“Crashes involving young drivers don't just harm those in the car. Every year around **5,000 people** are killed or seriously injured in collisions involving at least one young driver.”

protectyoungdrivers.com 🔍

PROTECT YOUNG DRIVERS

“1 in 5 drivers crash in the first year after passing their test. But tragedy isn't inevitable. With the right support and safeguards, **we can prevent** lives being lost and families torn apart.”

protectyoungdrivers.com 🔍



**PROTECT
YOUNG DRIVERS**

Time for change

**24% of fatal or serious
injury collisions in Britain
involve 17 to 24-year-olds**

**A new national resource bringing
together research, real stories and
evidence to strengthen action to
better protect young drivers.**

In Britain, one in five new drivers
crash in the first year after passing
their test. With the right support
and safeguards, we can prevent lives
being lost and families torn apart.

It's time to act.

Find out more at:
protectyoungdrivers.com



On the website, you'll find

- ✓ Facts and statistics on young driver risk, behaviour and brain development
- ✓ International success stories showing how stronger licensing is saving lives across the world
- ✓ Research and history tracing decades of concern and campaigning for change
- ✓ Real stories from bereaved families
- ✓ A growing network of partners from enforcement, policy, academia and road safety

Website partners include



We Can't Let This Happen Again



**LEE
JOWETT
(FOUNDER)**

Lee Jowett is training manager at K.I.T and owner of i-Can Driving Solutions Ltd. In 2013 he completed the BTEC 4 in Coaching for Driver Development and has since gone on to deliver the BTEC 4 for Tri-Coaching. He is accredited by Cranfield University to deliver 'Driver Metrics' psychometric profiling behavioural change courses and has completed Cranfield's Driver Psychology course. In 2020 he authored the 'Meet The Standards' eBooks collection and has recently been inducted into The Institute of Master Tutors of Driving (IMTD)



For many ADI's being a driving instructor means having professional pride, a genuine care for their pupils and joy when they pass their test. Reliable, trustworthy and dedicated. But our industry is becoming less and less regulated and more fractured. There has to be genuine concern that test waiting times in all sectors are at, or near, capacity. The once highly regarded ORDIT register has a mere 33 in date licence holders. ADI Standards Check statistics for 2024/25 show that only 527 assessments were conducted throughout that period.

In the backdrop of this there are more road deaths, fatal collisions involving young drivers, making the news on a weekly basis.

We already know that testing is not the bench mark for safety. It is merely an observation of general competence. What we need to do is encourage self direction in new drivers and ensure that the direction is led by the identity of new drivers who want to be safe, and want their family and friends to always be safe...when in the vehicle with them.

To do this from a position of industry weakness, relies on individuals uniting and pushing for improved standards. Change, and support in whatever that looks like. We've had a switch to CCL in 2014. But the diluted version currently on offer has had very little impact on driving behaviour because it is focused on fixing observed outcomes, where it needs to be focused on the motives and motivations of the behaviour. WHY drivers do the things they do...Or more, why do PEOPLE do the things that they do.

Whilst those within road safety push for improvements, the truth is that our industry has stagnated since Covid. The lack of assessment impacting greatly on standards overall. GDL is still being debated and pushed for to protect young drivers. The introduction of a minimum learning period and mandated syllabus, a way for driver education to have a greater impact. The hope being that should this become reality that extra time will space out learning and experience and give space for the brain to process a greater understanding. The syllabus lens widened beyond competence into personal understanding and broader experience. It would surely be nice to have something greater to strive for?

Why? Because lives matter and the belief that we can make a difference. 1602 people died on UK roads in 2024. Currently our teaching model and its focus is unlikely to do enough to make a mark here. The cost to human lives and the impact of such losses can be felt in the words of the fantastically brave and determined Sharron Huddleston. Can be observed in the tireless work of Rebecca Morris. And we can support this through the website Protect Young Drivers (links on the page).

What we can't do is sit back, burry our heads in the sand and carry on stagnating. Our (second) chance is on the horizon. The research that shifted us to CCL and gifted us the GDE. Has been ignored. Now we must heed its advice. Driver collisions are the result of 'top-down' impacts in relation to GDE. GDL is not currently in the planning, perhaps with evidence from Northern Ireland, that may change. So we must change from a bottom up teaching model, to something that impacts on the key contributory factors in KSI collisions.

From 2014 the biggest opportunity has been largely wasted. From 2026, for 1602 and with the hope of MLP...

We can't let this happen again.



Beyond the silo:

How Collaboration Creates Safer Drivers



Collaboration is happening every day without us really thinking about it. A partnership between our learners and us the instructors where the best results come with less telling, more asking. When learners are actively involved in the process, they are reflecting, anticipating, making decisions and developing skills that actually stick.

Influencing change

Bringing parents into the mix, even in small ways, makes everything more consistent. It could be as simple as explaining what you're working on, giving them a focus for private practice, or gently guiding how they give communicate in the car together.

You are not training them directly, but you are influencing their attitudes and beliefs. While they are supporting their learner, they often start reflecting on their own driving too and you end up improving two drivers for the price of one, without making a big deal of it.

Staying connected

As driving instructors, it's easy to see each other as competition, especially locally and we often work independently in our own silo worlds. But we can all evolve and grow through sharing ideas, discussing challenges, learning how others approach coaching or risk.

You don't have to agree with everything, but being open to different ideas and approaches helps develop your own skills. The instructors who keep improving are usually the ones who stay connected, not the ones working in isolation.

Venture into new circles

There's a lot happening around driver behaviour that we as instructors not always part of, but we should be. We are in a unique position in that we see how people actually behave behind the wheel at the point they're forming habits and making safety critical decisions. That insight is valuable and when we start to collaborate outside the industry, we stop being "just an instructor" and start being part of the road safety conversation.

It's easy to stick with what you know, but the industry is changing and road safety expectations are changing with it. Being open doesn't mean jumping on every new idea but it does mean being curious, trying new things, having conversations and reflecting on what could be better and how you can play a part in changing it.

Looking beyond the usual circles and collaborating outside of the industry altogether is where things get really interesting because you are no longer just influencing individual learners, you are influencing attitudes at scale.

For KIT Mag instructors only, 50% off using the code MLD-KIT-50 limited to the first 150 so be quick!



Building safer drivers starts long before lessons

Think about sports clubs, youth events, primary schools, colleges and universities. Young people are forming opinions about driving long before they ever sit behind the wheel and if you can be part of that conversation whether it's a talk, a workshop, or even informal engagement, you can start shaping safer drivers.

Look outside of our industry

Then there are local authorities and road safety partnerships. These organisations are actively trying to reduce collisions, but they don't always have direct access to learners in the way you do. That's where you bring something different with real-world insight, current experience, and credibility.

Even small collaborations in your local area, sharing perspectives, supporting campaigns and feeding back what you are seeing on the road can help bridge the gap between road safety and driver training.

Working with professionals in related fields such as behavioural specialists, educators, even employers with young drivers on their books can bring fresh ideas and new concepts. They all have a stake in safer driving and when you connect those dots, people start to see driving not just as a skill, but as part of a wider behavioural ecosystem.

The art of networking

You may already have experience of networking on a small or a large scale but it could also be a totally alien concept for you- I know it certainly was for me.

Building strong and successful collaborations starts with putting yourself out there and meeting people. Starting conversations or joining in on others is a great way to begin. Be yourself, relax and focus on finding common interests that could lead on to further conversations and friendships.

Collaborations do not happen on day one but will build over further meetings and conversations long after the networking opportunity has passed.

At its core, effective networking is rooted in curiosity, authenticity, and consistency. Rather than approaching conversations with the goal of personal gain, strong networkers focus on understanding others and their goals, challenges, and interests. This creates trust, which is the foundation of any meaningful professional connection.

Body language matters

As driving instructors, we are well versed at reading our learners body language and facial expressions. This skill can be used in networking too. Look for people who "look" open to conversation. Are they facing out into the room or turned, facing away? Are their arms crossed or open?

Adopting an open posture, with relaxed shoulders and uncrossed arms, conveys confidence and approachability. Consistent, natural eye contact demonstrates attentiveness and helps establish trust, while a genuine smile fosters a positive and welcoming presence. Be aware of personal space and avoid distractions, such as mobile devices.

Collaboration, whether with learners, parents, fellow instructors, or external partners, is more than just a technique. It is a mindset that transforms how we teach, how we learn, and how we contribute to road safety. By embracing it, we not only improve outcomes for individual learners but also become part of a larger movement to create safer roads for everyone.

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LEARNERS**



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INSTRUCTOR TRAINING

The workshops that
Keep Inspiring Todays instructors



L OF A WAY TO HELP YOUR PUPILS

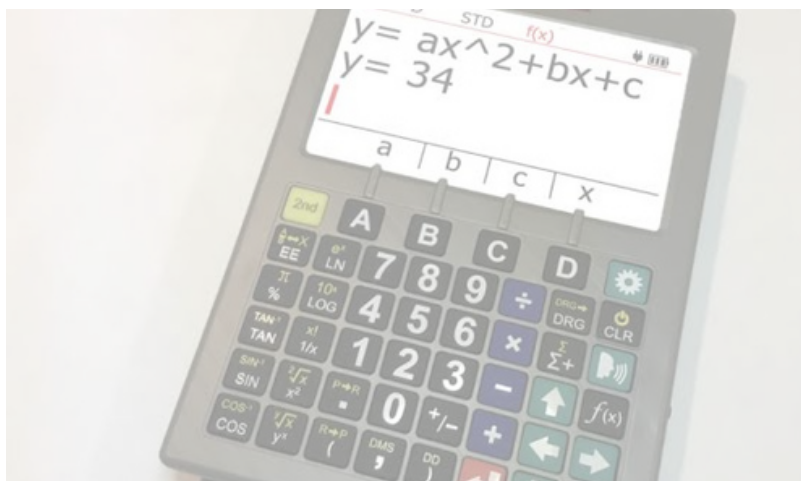
UNDERSTANDING DYSCALCULIA WHEN THE NUMBERS DONT CLICK

Diane Hall & Chris Allsopp are taking their Driving Test Nerves Specialist Workshop around the Country. See the ad in KITMAG for a date in your area....or treat yourself to a day out:-

For more information or to book. Follow the [link](#)



DIANE HALL
(NERVES SPECIALIST)



When Numbers Don't Click: Understanding Dyscalculia in Driving Lessons

'Dys what?!? You maybe familiar with, or at least aware of, dyslexia and perhaps dyspraxia, but what about dyscalculia - often referred to as 'number dyslexia'. This is an often misunderstood condition, which many people probably wouldn't think affects learning to drive, but it certainly does! I hope this article will help you to help your learners with dyscalculia.

Learning to drive is a big milestone, but for some learners, it comes with challenges that aren't always obvious. Dyscalculia is one of those hidden difficulties. Often described as 'number blindness', it affects a person's ability to understand numbers, sequences, and calculations. While most people associate it with maths in school, dyscalculia can quietly impact many real-world skills - including learning to drive. For driving instructors, recognising and adapting to dyscalculia can make a huge difference in a learner's confidence, progress, and ultimately, their success on test day.

What is Dyscalculia and Why It Matters Behind the Wheel

Dyscalculia is a learning difficulty that affects how the brain processes numerical information. This doesn't mean a learner isn't capable - far from it. Many learners with dyscalculia are highly capable drivers, but they may struggle with tasks that involve numbers, timing, or sequencing.

In a driving context, this can show up in ways such as:

- Difficulty judging speed or distance
- Struggling with timing at roundabouts or junctions
- Confusion with left and right directions
- Trouble remembering sequences, like MSPSL routines
- Challenges with understanding road signs involving numbers (e.g. speed limits)

These difficulties can lead to hesitation, anxiety, or slower progress - not because the learner isn't trying, but because the way they process information is different.

How Dyscalculia Affects Driving Lessons

Driving is full of quick decisions, many of which rely on estimating numbers without consciously thinking about them. For a learner with dyscalculia, these 'automatic' judgements aren't so automatic. For example, judging whether it's safe to pull out at a junction involves estimating the speed and distance of oncoming vehicles. A learner with dyscalculia might struggle to process this quickly, leading to hesitation or missed opportunities.

Similarly, maintaining a consistent speed can be tricky. While most learners glance at the speedometer and adjust instinctively, someone with dyscalculia may find it harder to interpret those numbers quickly, especially under pressure. Many learners with dyscalculia are more confident with a digital speedometer.

Even following directions can be more challenging. Instructions like 'at the roundabout take the third exit' or take the second turn on the left' rely on numerical understanding and sequencing - areas where dyscalculia can have an impact.

The Emotional Impact on Learners

One of the most overlooked aspects of dyscalculia is how it affects confidence. Learners may feel frustrated or embarrassed, especially if they don't fully understand why they're struggling.

They might compare themselves to others who seem to 'get it' more quickly, leading to self-doubt. Over time, this can turn into anxiety, which then affects their driving performance even further.

This is where a supportive instructor becomes crucial. Understanding the 'why' behind the struggle allows instructors to respond with patience rather than pressure.

L OF A WAY TO HELP YOUR PUPILS

UNDERSTANDING DYSCALCULIA WHEN THE NUMBERS DONT CLICK

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**DIANE HALL
(NERVES SPECIALIST)**



Practical Ways Driving Instructors Can Help

Supporting a learner with dyscalculia doesn't require a complete overhaul of your teaching - just a few thoughtful adjustments can make a big difference.

1. Simplify Instructions

Break down instructions into smaller, clearer steps, known as 'chunking'. Instead of giving multiple directions at once, focus on one action at a time. For example, rather than 'when approaching the roundabout, check mirrors, signal, and take the second exit', guide them step-by-step as they approach.

2. Use Visual and Physical Cues

Visual references can be far more effective than numbers. Instead of saying 'slow down to 20 mph', try linking speed to surroundings, such as 'drive at a pace where you can comfortably stop within the space you can see ahead'. Landmarks also help with directions - 'take the second turn on the right, which is after the red building', is often clearer than 'take the second road on the right'.

3. Reinforce Through Repetition

Repetition builds familiarity. Practising the same routes, junctions, or manoeuvres helps reduce the reliance on quick number processing and builds confidence through experience.

4. Allow More Processing Time

Give learners a bit more time to think and respond. Avoid rushing them, especially when approaching complex situations like roundabouts or busy junctions.

5. Encourage Verbalisation

Ask learners to talk through what they're doing: 'What are you checking now?' or 'What's your next step?' This helps reinforce sequences and builds awareness.

6. Be Consistent with Language

Use the same phrases and structure in your instructions each time. Consistency reduces cognitive load and helps learners build routines they can rely on.

7. Focus on Strengths

Many learners with dyscalculia have strong observational or practical skills. Highlight what they're doing well to build confidence and keep motivation high.

Adapting Test Preparation

When preparing for the driving test, it's important to simulate real conditions while still supporting the learner's needs.

Practice routes can be especially helpful here. Familiarity with roads, junctions, and layouts reduces the pressure of processing new information on the spot. Over time, this familiarity helps learners rely less on numbers and more on recognition and experience. Encourage learners to focus on safe decision-making rather than perfection. Remind them that the driving test is about demonstrating safe, independent driving - not flawless numerical judgement.

Creating a Supportive Learning Environment

Above all, patience and understanding go a long way. Dyscalculia isn't visible, so learners may not always feel comfortable talking about it. Creating an open, supportive environment makes it easier for them to express their challenges.

Simple reassurance like 'take your time' or 'that's completely fine, let's go again' can have a huge impact. It shifts the lesson from pressure to progress.

Final Thoughts

Dyscalculia may affect how a learner processes numbers, but it doesn't define their ability to become a safe and confident driver. With the right support, structure, and teaching approach, learners with dyscalculia can absolutely succeed.

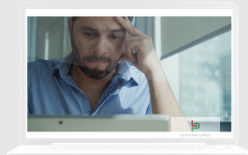
Why not join me for a two hour zoom session on 10th June from 6.00pm 'Supporting learners with dyslexia, dyspraxia and dyscalculia'. During this session you will gain a full understanding how these impact on your learner, and hands-on, proven strategies to help. More info on the instructor tab at lofaway2pass.com

1 PART 2/3 AND STANDARDS CHECK NERVES

2 DRIVING TEST NERVES

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Do you sometimes feel more like a counsellor or therapist than a driving instructor?
Learn amazing unique techniques to help your pupils with driving anxiety and test nerves, and for your own Part 2/3 or SC anxiety as well!

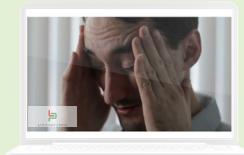


All delegates benefit from..

- FREE Zoom sessions
- How to beat Part 2/3/SC nerves and anxiety online course
- Two months FREE access to Driving Test Nerves Pro: giving you and your pupils access to the techniques covered in the workshop
- Workshop Manual
- Instructor Training Manual
- Two Minute Techniques Guide
- CPD Certificate
- Membership to private Driving Test Nerves Specialist Facebook group
- Featured on www.Lofaway2pass.com as Driving Test Nerves Specialists

Driving Test Nerves Pro

Provide your pupils with unlimited access to amazing techniques to combat Driving Anxiety & Test Day Nerves. In addition to happy pupils, it can also help to increase your pass rate and avoid those Standards Check Triggers!



Subscribers will gain..

- The Key to understanding how we 'create' emotions
- Strategies to control driving anxiety and test day nerves
- Techniques to eliminate nerves, fear, panic, intimidation, overwhelm & dread
- Increase confidence and self-esteem
- Ten second technique to stop muddling up left & right
- In-car demonstration of techniques with a learner driver
- Eliminating 'Auditory Exclusion', when what you say goes in one ear and out the other!

TEST NERVES SPECIALISTS



LOF A WAY 2 PASS



1-2-1 zoom sessions for Part 2/3/SC nerves

Do you 'freeze' and can't get your words out, or try to get 40 hours of training into one sentence? If nerves get the better of you on the day, or you lack confidence in your ability, this two-hour session will enable you to keep calm, focused, and confident.

You will benefit from..

- Understanding how you 'create' negative emotions
- Techniques to keep you calm
- Control your emotions rather than them controlling you
- Full access to the online course
- Strategies to bring your best performance when it matters
- Suitable for part 2,3 and Standard Check

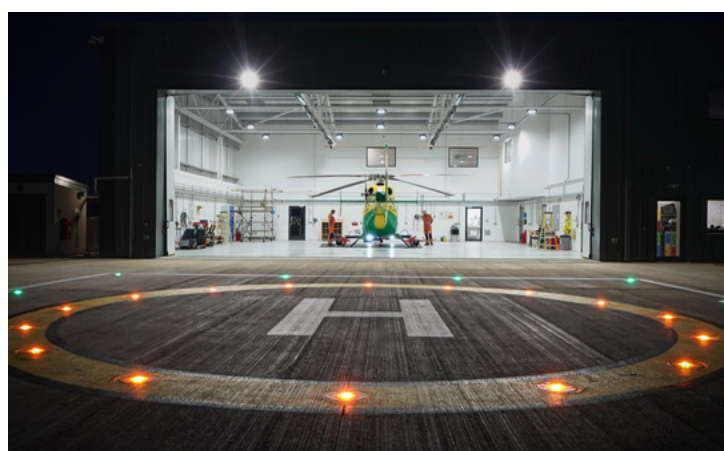
Keep Calm Quiz

This is a brand new FREE resource to help you to engage with your learners, enabling you to analyse their behaviours, emotions, physical sensations and thoughts that may hinder their progress when learning to driving and taking their test. Depending on the results, we have a range of resources to help you to help them.

Why not take the quiz yourself? If you answer mostly 'A' then you have good control of your emotions, and so long as you are trained to the required standard, you should be successful. If it's mostly 'B' then you may just need a nudge in the right direction. If it's 'C', then you may be controlled by your emotions, and this could prove challenging in passing your part 2/3 or SC, so why not get in touch to see how we can help?



[Take the quiz](#)



HELP Appeal: TRANSFORMING EMERGENCY CARE BEYOND HELIPADS

The HELP Appeal is best known for its funding of NHS hospital helipads across the country, helping to reduce the time it takes for critically ill and injured patients to reach lifesaving treatment at Emergency Departments after landing in air ambulances. However, our support also extends to funding air ambulance bases, ensuring crews have the facilities they need to respond quickly, efficiently and safely to medical emergencies.

Modern air ambulance operations demand high-quality infrastructure that can support a rapid 24/7 emergency response. Many existing bases were built years ago and no longer meet the needs of an increasingly busy service. Our funding helps transform these bases into purpose-built facilities designed for today's emergency care demands.



A recent example of this support can be seen at the Midlands Air Ambulance. The HELP Appeal provided significant funding to upgrade its air bases, creating state-of-the-art infrastructure that includes expanded hangars, modern crew accommodation and improved operational spaces. These improvements help ensure the charity's aircraft and crews can be ready to respond at a moment's notice. On our vital support, they said:



"This £2 million redevelopment, made possible thanks to the generous funding from the HELP Appeal, marks a transformative milestone ... The upgraded facilities will...strengthen our ability to respond swiftly to emergencies and deliver lifesaving care..."

Each base the HELP Appeal funds across the country represents more than bricks and mortar. It is a lifeline for patients, enabling crews to reach emergencies faster and deliver critical care at the roadside and in remote locations. Thanks to the generosity of our supporters, we will continue to help air ambulances across the country, which will ultimately help to save more lives.



To learn how you can support the HELP Appeal, which has funded 57 NHS hospital helipads with another 40 in the pipeline, as well as funding air ambulance bases, critical care cars, medical equipment and PPE for air ambulance charities and volunteer medics, please visit: www.helpappeal.org.uk.

MEET THE HELP APPEAL TRUST FUNDRAISING EXECUTIVE :

Denise Rowe

Name Denise Rowe

Birthday (year optional 😊) 26th October, 1968

Occupation: HELP Appeal Fundraising Executive, a charity cheerleader, a cake lover and cake baker!

Current Car: VW Golf

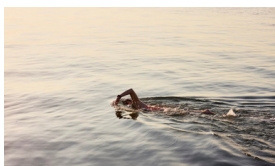


Favourite lesson: For me it is life lessons, such as to be kind, never judge a book by its cover.

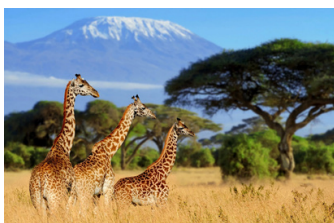
Least favourite part of your job: Writing up paper work, essential admittedly but isn't as exciting as meeting a variety of people and getting the chance to tell them about the HELP Appeal.

What annoys you: There simply aren't enough hours in the day!

What part of your job do you enjoy: Connecting with a wide and hugely varied group of individuals, such as the volunteer medics the HELP Appeal supports or the emergency hospital medics who tell me about the huge difference the hospital helipads we have funded have made. I love meeting people and never knowing where it might lead.



Most memorable moment in your current role: after delivering a presentation to Hinckley Drivers Association, an instructor contacted me offering her support by doing an open water swim for the HELP Appeal. The generosity of this individual and others never fail to amaze me. Another significant moment was standing for the first time on a rooftop helipad, knowing that it - along with 54 others across the country - has supported more than 34,000 helicopter landings. Knowing that these helipads were funded through the HELP Appeal.



Biggest influence on your career There is not just one person, but many that have shaped my path and have helped me to believe that most things are possible.

Professional ambition With 40 helipads still in the pipeline that need to be funded by the HELP Appeal across the country, this is a huge driver for me to ensure we continue securing the support needed to make these projects a reality. Knowing that each helipad can help save lives motivates me to keep working towards expanding this vital network.

Personal ambition To be the very best version of myself, give 100% and to eat lots of cake!



At the end of a working day, how do you wind down Food and good company

Hobbies and interests Travel, theatre, baking (mostly cakes!) and helping with fundraising in my local community.

Favourite food There are so many from pie and mash to Indian! But in all honesty when eating out I look at the desserts first.

Favourite film This is usually the last one I've seen, however the one that remains impactful in my mind is 'I Swear'.

What music do you like to listen to All genres, from classical to pop! I think music is extremely emotive.

If you weren't a Fundraiser, what would be? I worked for many years in a corporate environment but I cannot express how privileged I feel to be able to make a difference in this role with the HELP Appeal.

If you could meet anyone...who would you most like to meet? Stephen Fry



If you won the lottery...? I would still do this role. I'd also take everyone on Safari and share a magnificent experience together - I wouldn't be a millionaire for long!

TOPIC: BUSINESS COACHING

BUSINESS - Passing Part 3 Will Not Build You a Successful Driving Instructor Business

Mick Knowles is the Co-Founder and Business Development Manager of K.I.T., the host of The DID Podcast (now The KIT Podcast), and owner of Xpert Driver Training Ltd. In 2013 he completed the BTEC Level 3 in Coaching for Driver Development followed in 2014 by the BTEC Level 4 in Coaching for Driver Development and has since gone on to become a Tri-Coaching Trainer. He is accredited by Cranfield University to deliver 'Driver Metrics' psychometric profiling behavioural change courses. Mick's desire to develop not only himself but other ADI's has led to the formation of KIT. In 2021 due to his love of podcasts he launched The DID Podcast. In 2021 he was runner up in the Influencer of the Year Category at the GoRoadie Awards and Xpert Driver Training were runners up in the Regional Driving School of the Year Category at the Intelligent Instructor Awards.



**MICK
KNOWLES
(FOUNDER)**

For many PDIs, passing Part 3 feels like the finish line. It is the moment everything has been building towards, where the pressure finally lifts and the result confirms that they are now qualified to teach. There is a natural sense of relief and achievement that comes with it, and rightly so. However, the problem is not in celebrating the result. The problem is in what many instructors believe that result represents.

Passing Part 3 does not mean you are a fully developed driving instructor. It means you have demonstrated the minimum required standard in a controlled situation. That distinction matters more than most realise, especially when you begin to look at the long term impact it has on your business. Part 3 is, by design, a snapshot.

It assesses whether you can deliver a safe, structured lesson that aligns with the competencies being marked at that moment in time. It does not assess how you perform across a full week of lessons with different learners, each bringing their own challenges, behaviours, and levels of understanding. It does not measure how well you adapt when things do not go to plan, or how deeply you understand the reasons behind repeated mistakes. It simply confirms that, on that day, you met the required standard.

Where this becomes a business issue is what happens next. Once the test is passed, the external pressure that drove improvement begins to fade.



The urgency disappears, and with it, the structured approach to development often starts to fall away. It is not uncommon to see newly qualified instructors cancelling subscriptions, selling training materials, and stepping away from the very things that helped them reach that point in the first place. Not because they no longer care, but because the immediate need to improve is no longer as visible. At the same time, many of these instructors were already teaching real learners before passing Part 3. They were building habits, delivering lessons, and forming approaches that now continue into their qualified career. Without continued development, those habits rarely evolve. Instead, they become fixed.

This is where the plateau begins, and this is where business growth quietly stalls.

Lessons start to follow familiar patterns, not because they are the most effective, but because they are comfortable. Faults are identified, but not always fully understood. Instructors respond to what they see, rather than exploring why it is happening. Over time, teaching becomes reactive rather than deliberate, and progress slows without the instructor necessarily realising it. From a business perspective, this has consequences. Learners take longer to progress.

- Confidence fluctuates more than it should.
- Referrals become inconsistent.
- Retention drops without a clear reason.

None of this feels like a "business problem" on the surface, but that is exactly what it is. Poor lesson quality does not just affect the learner experience.

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**MICK
KNOWLES
(FOUNDER)**

It affects your reputation, your pricing power, and the consistency of your income.

The key issue here is the difference between competence and capability. Passing Part 3 demonstrates competence. It shows that you can deliver a lesson to a required standard, maintain safety, and follow a structure. Capability, however, is something else entirely. It is the ability to understand the learner in front of you, to adapt your approach in real time, and to develop long term changes in behaviour rather than short term fixes.

Capability is what drives business growth.

When learners feel understood, they stay longer and engage more. When lessons are structured around real development rather than repetition, progress becomes visible. When progress is visible, confidence increases, and confident learners talk. That is where referrals come from, not from being the cheapest or the most available, but from being effective.

This is why the period immediately after qualifying is so important. It is not the time to step away from development, but the time to go deeper into it. This is where instructors should begin to question more, not less.

- Why did that learner struggle in that situation?
- What were they thinking at the time?
- Were they overloaded, uncertain, or reacting emotionally rather than logically?
- What could have been done differently earlier in the lesson to influence the outcome?

These are not just development questions. They are business questions.

The instructors who continue to improve are the ones who recognise this link. They understand that better instructors build better businesses. They continue to seek out development, remain open to feedback, and take the time to reflect on what is actually happening in their lessons. Most importantly, they accept that there is more to learn beyond what was required to pass.

The reality is straightforward. If development stops after Part 3, performance stabilises at that level. Lessons may continue, and a diary may still fill, but growth becomes limited. Over time, that lack of progression begins to show, not just in the instructor's ability, but in the quality of the drivers they produce and the strength of the business they are trying to build.

Many instructors say they want to be great at what they do, but very few define what that actually involves. Passing Part 3 is not the answer to that question. It is simply the point that allows you to begin exploring it properly. What matters is not that you passed.

What matters is whether you continue to develop, because that is what ultimately determines both the standard of your instruction and the success of your business.



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S.E.N. Revolutions - Autism In The Spring & Summer

Julia Pistrucci Malkin is autistic with ADHD, dyslexia, dyscalculia, and mental health difficulties to add to the collection. Despite all of these conditions she has a PhD from the University of Leicester plus 3 other degrees. The Doctorate and Masters Degrees both include autism-related materials and research. Julia was the first Approved Driving Instructor to qualify with a diagnosis of Autism. She has taken 6 Advanced Driving Tests, is a member of the Institute of Master Tutors of Driving and winner of 2019 Intelligent Instructor Awards 'Special Needs Provider of The Year'. Julia was awarded an MBE from HM the Queen in the New Year's Honours List in 2011 for Services to people with special needs



**JULIA
MALKIN
M.B.E.**



Spring and Summer on the Autism Spectrum

It's getting warmer! Flowers are out, so is the sun and everybody's feeling happier, right? It's true for many people – but for some people on the autistic spectrum, the spring and summer seasons could cause difficulties in learning. A great percentage of these problems are due to the environment itself and not the actual driving task, but how the spring and summer affect many on the spectrum.

The stresses they feel during spring and summer could lower their energy and reduce their self-confidence.

The first thing to consider is the effects of the weather getting warmer. Many on the spectrum have low self-esteem and have problems dressing in lighter clothing. I've trained many who insist on coats and sweaters in the heat! And it's very hard for them to take them off. To them, it can be a protection, an extra layer of security, a way of hiding their true selves so the world can't see. I was like this as a teen! It took literally years to dress in a short-sleeved top, and in my case it was sheer low self-esteem causing it – fear of the world and a desire to hide.

Some people on the spectrum prefer the air con to having the windows open. I've had people unable to concentrate due to the road noise, often due to sensory sensitivity to sound, and dust and pollution can affect them too.

Another seasonal difficulty could be the increase in sunlight. Some people on the spectrum can have sensory sensitivity regarding light, and bright light could cause migraines, visual stress and much more. Imagine the level of light you can see and then multiply it by 10. This could well be the light level that those with sensory sensitivity are seeing.

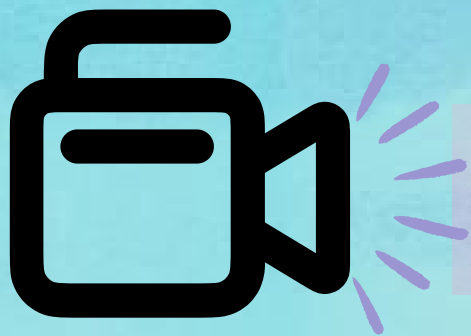
Some fears and phobias can also be seen this time of year. I had one pupil who was so afraid of bees and wasps that at every lesson I had to thoroughly check the front garden on arrival for them. When I was sure that it was clear, I could then call on the mobile and say it was safe to come out! This pupil would spend all spring and summer indoors as much as possible to avoid bees and wasps. These fears and phobias are real and can be debilitating – they are not exaggerating or 'attention-seeking' and they are not 'putting it on.' With this particular pupil, the air con was a must and he was watching out for insects as much as he was watching for traffic. At the end of the lesson, I had to once again check the front garden and make sure it was safe to leave the car.

Every pupil is different, and pupils are always happy when their needs are considered. Spring and summer can be very hard for some people on the spectrum.

Dr Julia Malkin MBE



Sign up Here



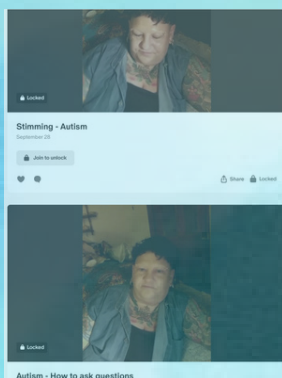
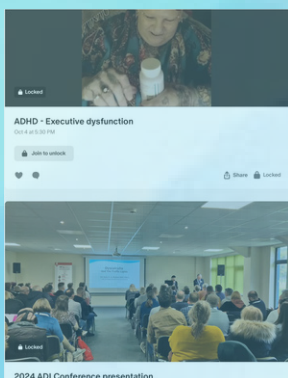
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Talking

SEND

With

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Learn from someone who has 7 of these conditions, a PHD studying it and is a qualified driving instructor!!

Talking
ADHD

With
Dr Julia Malkin MBE

2

Talking ADHD

Talking
AUTISM

With
Dr Julia Malkin MBE

5

Talking Autism

Talking
DYSCALCULIA

With
Dr Julia Malkin MBE

5

Dyscalculia

Talking
**PERSONAL
PASSIONS**

With
Dr Julia Malkin MBE

5

Personal Passions

Ray Seagrave

CLIENT CENTERED - COACHING

Hi its Ray! I'm a highly respected trainer in the driver training industry, a DVSA grade 'A' ADI and grade 'A' (51/51) ORDIT registered trainer. I'm an accredited coach and mentor with the IAPC&M. I'm commitment to personal and professional development of ADI's and PDI's in the industry with the aim of being a motivational mentor. My courses and 1:2:1 coaching and mentoring training sessions are among the most popular in the industry. Furthermore, I am a notable speaker at key industry events, including Intelligent Instructor and delivering ADINJC masterclasses. My insights on latest trends and innovative techniques make me a trusted information source in this evolving industry. My dedication to uplift the standard of driver education remains unwavering. My diverse accomplishments and consistent drive to enhance driver training make me a true industry leader Ray Seagrave.



RAY
SEAGRAVE



You hear the word coaching everywhere now. Most instructors will say they're doing it.

In a lot of cases, that's not because they're doing anything wrong. It's because no one has really shown them what coaching looks like in a driving lesson, or how it's different from what they already do.

Then you sit in on a lesson and you can see the gap straight away. The intention is there, but what's happening in the car doesn't quite match it. So it's worth getting really clear on this. What is client-centred coaching, and just as importantly, what isn't it?

At its simplest, it's about helping the learner make sense of their own thinking while they're driving, so they can start to change what they do.

Not just what they did, but why they did it.

You're trying to get them to notice what was going through their mind at the time, how that shaped the decision, and what that meant for how safe things were.

That's bigger than just skills.
It's how they feel when a car appears behind them.
It's how confident they feel when things get busy.
It's how they react when something doesn't go to plan.

And it's also about who they are as a person in the car.

Do they rush when they feel pressure?

Do they hang back because they want certainty?

Do they react to other drivers instead of sticking to what's safe?

That stuff doesn't come from not knowing what to do. It comes from how they deal with the situation in the moment.

If they can start to see that, they've got a chance of changing it.
If they don't see it, they'll just keep repeating it.

So your focus shifts. You're not just looking at what happened, you're looking at the decision that led to it.

Take something simple like emerging at a junction.

They move off into a gap that's not as safe as it could have been. Nothing dramatic, but not what you'd want every time.
You could say, "That gap was too small, wait for a bigger one next time."

That's fine. If they don't understand it yet, they need to hear that.

But you've solved it for them.

Coaching takes a different route.

"What did you notice there?"

"What did you see that made you go?"

"What were you looking at just before you moved?"

"What was going through your mind?"

You don't need to fire all of those at them. One is usually enough.

The point is you're trying to get their thinking out in the open.

Because once you can see it, you can actually do something with it.

This is where a lot of people get mixed up including a lot of trainers. Not every question you ask is a coaching question.



Ray Seagrave

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**RAY
SEAGRAVE**



Some questions are just checking knowledge.

“What should you do at a give way line?”

“When should you signal?”

“What's the speed limit here?”

There's nothing wrong with those. If they don't know, you have to step in and teach it.

But don't confuse that with coaching.

They can answer those perfectly and still make poor decisions when it matters.

Coaching questions go a step further. They link what they saw to what it meant and what they chose to do.

“What made you decide to go then?”

“What did you see that told you it was okay?”

“What was going through your mind as you looked right?”

“What did it feel like when that car came up behind?”

Now you're getting somewhere.

A really common one you'll recognise. They know they should wait for a safe gap. They'll tell you that all day long.

Then a car comes up behind them. You can almost see it happen. The pressure builds, the decision speeds up, and they go into a gap that's not quite there.

If you stay at the knowledge level, you'll keep saying the same thing.

“That gap was too small.”

They'll nod. They know. Next time, same situation, same result. Because nothing underneath it has changed. If you go at it from a coaching angle, it shifts.

“I noticed you went when that car came up behind. What changed?”

“What did you think was going to happen if you waited?”

“What was going through your mind just before you moved?”

“Did you feel any pressure there?”

Now you're getting to the reason it happened.

This is where lessons can easily drift without you realising.

If your focus is the test, you naturally start looking for faults. You correct them, you track how many there are, and you measure progress that way.

That makes sense. That's how the test works.

But 'faults' are just the end point. They come after the decision has already been made.

If you help them understand the decision, the fault often starts to reduce anyway.

If you don't, you're just tidying up the outcome and leaving the cause untouched. And once they pass, that's the bit that matters.

There's no one sat next to them anymore. No one correcting them or stepping in.

It's just their judgement.

So it's not only about whether they pass. It's about how they pass.

SEQUENCING AND COORDINATION

I'm Pennie Alexander, I qualified in 2014 after being a gymnastics coach for about 15 years. I still teach learners, I train PDIs, and I work full-time as a driving assessor ensuring people with medical conditions are safe to continue driving and help those with disabilities discover which adaptations they will require to get on the road.



**PENNIE
ALEXANDER**



Following on from my last blog on Sequencing and coordination there are lots of analogies one can use to help your pupils to see what works for them...making a cup of tea, any sports they may partake in, their school or work environment, can all be used to develop their current knowledge to help them understand the new skills of coordination and sequencing for driving.

Just use your imagination, better still use theirs!

When teaching someone with adaptations coordination and sequencing can be tough at first and does take time and practise, particularly if the individual has been driving a manual vehicle and now needs to learn in an automatic with a left foot accelerator. The natural process is to depress the clutch pedal quickly and straight to the floor, not what you want to be doing if driving with a left foot accelerator!

Using a push/brake and pull/accelerator with integral indicator switch and a standard steering spinner takes coordination of the steering with one hand, usually the left, accelerating by pulling the lever gently towards the steering wheel and braking by pushing it away from the steering wheel. This lever then has the indicator switch on top of the handle, which you also need to remember to cancel, after all this normally turns off automatically as you steer. As mentioned above, using what the individual already knows about driving and getting the person to think about how they used the accelerator and brake before, helps to transfer the knowledge and not overload them with all the changes.

Many people come along to sessions and think that it's going to be easy to change the way they drive, after all driving is easy isn't it! It is not that simple; there is a lot of cognitive load required to stop driving with one method and start driving another. It is therefore easier for people to coordinate and sequence their actions using adaptations if they have never driven previously. If someone is attending familiarisation lessons, working with them on how to control the car is essential, some may pick it up instantly and be able to drive on the first day of trialling the new system.

Others may take several weeks, having to learn the steering initially, then adding in the braking, followed by the acceleration. Once mastered in a quiet area, it's then developing those skills to fit with other traffic environments, which are already known, so this will vary on the individual and how they perceive driving, do they enjoy it, or have they only ever driven because of a need to?

Although I am isolating various parts of cognition in these articles, they do not work individually. We need all our cognitive processes working in combination to be able to perform the task of driving.

We use predictions to help cope with events like ones we've already encountered, as the learner gains more experience and deals with more and more situations, these form semantic memories (our brain's encyclopaedia) that we turn to, to understand how to interact with new situations as we encounter them.

If there are any faulty connections in the brain, then the signals can be interrupted and we may not be able to pull the information from our encyclopaedia, or we may not understand what we need to do next. A traumatic brain injury, a stroke, dementia are examples of the connections not working correctly. In some cases, these connections can be rewired, depending on the type and severity of the condition, and through driving tuition with an instructor that has an understanding of how to help these individuals' better their skills.

Dyspraxia, ADHD, Autism and many more conditions may struggle with coordination and/or sequencing tasks. It's not impossible for many people with various conditions to learn the art of driving, some may take much longer than others. Teaching them in a manner that suits them (don't be afraid to ask what they think will help them, they've lived with themselves for 16 or more years, so they are in the know) and helping them understand how they can make connections with what they already know will aid their learning journey.

Be patient with everyone and give them a little nudge when needed, but don't overload them. Work with them to help them understand how to transfer their learning from what they already know, to what they need to know within a driving context.

SOCIAL MEDIA : CREATE AN OUTSTANDING ONLINE PRESENCE

Alison Harper has worked in social media marketing for over ten years, marketing several UK-based organisations, such as volunteer centres, community cafés, car-parts suppliers, artists, authors, insurance brokers, mental health organisations, word artists, beauticians, driving schools and more. She provides specialist marketing services on Facebook, Instagram, and TikTok.



**ALISON
HARPER**



We all see Driving Schools posting test passes and availability and while there's nothing wrong with that, every driving school does the same and doing so makes them not stand out from the rest.

Here's a brief guide to provide a few content ideas to help you stand out and post content that will not only engage, but get you more enquiries.

Finding good content ideas for a driving school isn't about being endlessly creative. It's about being useful to learners at every stage. If you focus on what new drivers actually worry about, ideas start coming naturally.

Start with the obvious: what your students ask you every day. The questions people ask before and during lessons are gold. Things like "How do I pass first time?", "What are the most common mistakes?", or "How do I parallel park?" can easily turn into posts, videos, or short guides.

You can also reverse-engineer the test itself. Look at what's required in the UK driving test (DVSA guidelines) and create content around each part: manoeuvres, hazard perception, independent driving, and show-me-tell-me questions. Each of those is a content series waiting to happen.

Another reliable angle is local relevance. For example, if you operate around Pontefract or Wakefield, you can create hyper-specific

content like:

- "Top tricky roundabouts in Pontefract"
- "Common test routes near Wakefield"
- "Where learners fail most often locally"
-

That kind of content performs well because it feels tailored and practical.

Social media platforms are also idea machines. Spend time on TikTok and YouTube and search for driving-related content. Look at what's getting views, theory test questions, theory test questions, quick tips and adapt those ideas to your style and area. Don't copy; improve or localise.

You can also lean into "pain points" and emotions:

- Nervous first lesson → reassurance content
- Failing a test → comeback strategies
- Driving anxiety → confidence tips
-

Those topics connect strongly because they reflect real feelings, not just skills.

If you want a simple framework, rotate between these categories:

- Educational: how-to guides, theory test questions, tips
- Behind-the-scenes: real lessons, instructor point of view
- Entertainment: driving fails, myths, reactions
- Proof: student pass stories, testimonials
-

Finally, check search demand. Typing into Google/YouTube autocomplete will show you what people are actively searching for.

POWER LANGUAGE WE/YOU

Terry has been an ADI for over 25 years and an ADI/PDI trainer for over 14 years. He holds a qualification as a Professional Driver Coach and delivers online and in-car training workshops based on his extensive knowledge of coaching. He scored the perfect 51/51 on his latest ORDIT inspection. He is an International Authority for Professional Coaches and Mentors Accredited Coach and a Tricres trained business coach and runs his own business/personal coaching company, Done Stressing. Using his expertise to help his clients discover a clear pathway forwards on a personal and business level.



In the world of coaching and driver training, we talk a lot about techniques, lesson structure, and feedback etc. But there's a quieter, more powerful tool that shapes the entire learning environment—the language we choose. And one of the biggest differences comes down to two tiny words: 'We' and 'You'.

They might look small (well that's because they are) but they carry very different emotional weight. Used well, they can build trust, responsibility and self-awareness. Used poorly, they can accidentally create distance, pressure, or even defensiveness. This is something that always takes up some time in my training of PDIs & ADIs. These two little words are so important.

Let's break down why this matters—and how you can use it to elevate your coaching. "We" is a connector. It signals partnership, teamwork, and shared responsibility.

In any emotional learning environment, as learning to drive definitely is, "we" can be a reassurance and have a calming effect. "We" lets your learner know that you're on this journey together, you're on their side. I'm sure I don't need to highlight how that helps any learning relationship!

But there is a problem with 'we' in the job we do....and it could be why you might be getting a shrug of the shoulders or a few 'I don't know' in response to your questions.

Let's look at an alternative....'you'
'You' is direct. It places the focus squarely on the learner—their actions, their decisions, their progress. 'You' empowers learners to become independent, reflect & take responsibility. All vital skills needed for post-test driving. Driving is ultimately an independent task. Learners need to feel responsible for their choices, not reliant on the instructor. 'You' helps them take that ownership. Let me give you an example of how 'we' and 'you' can have a big impact on the thought process & response.....

KNOWLEDGEABLE INSTRUCTOR TRAINING



Imagine someone (partner, friend, family) has decided to cook you dinner. They come in and ask you 'what shall WE have for dinner'? I'm going to have a fairly confident guess that your first thought will be 'what do they want'? – or something very similar.

Now imagine they ask 'what do YOU want for dinner'? another confident guess is that your first thought is 'hmm what do I fancy for dinner?'. Your second thought might well be something about the person cooking eg what's easy for them to cook etc but it's the first thought that's important. Your first thought was about you because they asked about you.

What their use of 'we' did was involve them in the decision. The use of 'you' made it about you.

This is exactly what happens when you ask a learner something like 'how are we going to do that differently?'. Because you have involved yourself in the question they may well be thinking 'what answer do they want?' 'how should I answer' 'what's the right answer?' etc. They are looking for a best answer....and as I've discussed in previous blogs their safest answer might be a shrug!

Asking 'how are you going to do that differently' puts the onus on them to come up with something from them, their decision. You're asking them to take ownership of the decision and the behaviour that will follow. You're promoting independent thought and taking responsibility.

Both are asking the same basic question but you have two very different emotional impacts.

A simple rule of thumb is that 'We' calms, 'You' empowers. Great coaches use both intentionally. Language shapes emotion. Emotion shapes learning. And learning shapes behaviour.

When you choose the right word at the right moment, you're not just teaching someone to drive—you're shaping their confidence, their mindset, and their ability to think independently on the road.

So when you're looking for their thoughts, their ideas, their solutions try using 'you' instead of 'we'. It's a tiny shift with a massive impact.

If what I write about interests you check out some of my upcoming workshops & training events



LINK



FROM BEHIND THE MIC

Terry Cook is content creator and developer of the industry leading 'The Instructor Podcast'. His commitment to delivering high quality CPD content for ADIs and PDIs has seen him rapidly raise in to one of the most prominent figures in our industry. His platform continues to grow and Terry continues to add value through his widely acclaimed podcast.



**TERRY
COOK
THE INSTRUCTOR
PODCAST**



Whatever your thoughts on Graduated Driving Licences (GDLs), we can't argue with the reasoning behind it – too many young drivers die on UK roads.

1 in 5 new drivers are involved in a collision during their first year of driving. So statistically, every 5 driving test passes you have, one of those is going to crash. And that's why the idea of GDLs is becoming more common. They are particularly prominent in the United States, Canada, New Zealand, and Australia. In these countries, there has been a reduction in deaths and serious injuries in crashes involving young drivers by between 20 and 40% after some form of GDLs have been introduced.

So we can see they work, but we can also see part of the problem...

"Some form of GDL"

We don't know what a GDL in the UK would look like, and we won't know until we can get it debated in Government.

But whether we agree with the principle or not, as driving instructors we can use it to our advantage. It's the perfect starting point to have some of those challenging conversations with our learners. And it doesn't always have to be us that brings it up.

I recently released an extended episode of The Five Minute Theory Podcast where we discussed GDLs. It wasn't long before some of my students were coming to the car asking me about it. Even more when I mentioned it on my social media. Almost all of them were genuinely curious. Almost all of them agreed with the idea in principle. Almost all of them felt like even if GDLs didn't become a reality, they wanted to add more into their driving lessons.

We don't have to buy into the concept of a GDL to use it to our favour.

Pick some of the key areas of concern such as rural roads, nighttime driving, and driving with passengers, and consider talking to your students about how these are a common factor in post test collisions.

Ask them how they will handle these situations (and others) when they arise. Offer them the opportunity for practice on these areas, and any others you can think of.

One of the other considerations for a Graduated Driving Licence is a minimum number of hours behind the wheel with a driving instructor. While I'm not the biggest fan of set minimums, it would raise the current minimum, which is zero. It would also likely enforce the need for some sort of professional training, whilst encouraging private practice.

If ever single person taking their driving test had a minimum of 60 hours driving, with at least 40 being with a Driving Instructor what difference would that make to the driving test pass rate? What difference would that make to the number of road deaths?

They're genuine questions.

But I also wonder what difference it would make to the culture of driving and road safety in the long term. If it was shown from the government (a top down approach Lee?) that learning to drive, and the driving post test, is something that should be taken seriously, would that be a start in the shift of an attitude shift.

"You may say that I'm a dreamer..."

Remember, you can't influence everyone, but you can influence someone.

Mirrors Signal

Pink K.I.T.



Josh Holleran is the host of the YouTube Channel "Mirrors, Signal, Podcast." MSP gives insights into the Driving Instructor industry through sharing the stories of recently qualified instructors and knowledge from industry leading experts. As someone who is leading the industry in communication and delivering his message and the message of others in our industry and with a focus on Potential and Newly qualified PDIs...Who better to partner us for Mirrors Signal - Pink KIT?



JOSH HOLLERHAN
MIRRORS SIGNAL
PODCAST



I get asked a lot about Part 3. How do I pass it? What's the secret? What workshop should I do?

I understand why. It's a daunting test and there's no shortage of people willing to sell you the answer.

Here's my honest take, there isn't one.

Part 3 shouldn't be the goal, it should be a by-product of good training and understanding, I think that shift in thinking is where things start to change.

So, what does aiming higher actually look like?

Understand how people learn. Not just what your learner needs today, but why people learn the way they do. What builds confidence? What creates overload? There is more to driving than just passing a test and there is more to teaching than just delivering a lesson. When you start asking those questions, your lessons change, not because you've rehearsed a technique but because you're making genuine decisions based on the person in front of you.

Get to know your learner. Before you decide what to do on a lesson, do you know how they're feeling? Do you know what they're worried about? Do you know what they think went well last time? Ask to understand, not to reply.

That information changes everything about how you structure the next hour. Aim to develop them, not just move them forward. There's a difference between a learner who can do something and a learner who understands what they're doing and why. One passes a test.

The other becomes a safe, aware, thinking driver. That's the job. Your learner needs to know more than how to drive a car, and you need to know more than how to deliver a lesson. Understanding why you're making the choices you're making, for that person, in that moment, that's what separates going through the motions to actually helping someone develop. And that's exactly what Part 3 is looking for.

Reflect honestly on your lessons. Not just what happened, but why. When you find something that isn't working, what's behind it? When something goes well, how do you apply it elsewhere? That habit, more than anything, is what keeps you developing long after the test is done. Part 3 is a snapshot. One day, one learner. It was never meant to be the finish line.

Focus on the learner in front of you. Part 3 will take care of itself.



Are We Teaching – or Creating the Conditions to Learn?

Nick Butters is an ADI with 19 years' experience and an ongoing interest in how people learn and develop. After years of working systematically, he has lived through a period of personal and professional reflection that reshaped how he understands learning and change. Through that experience, Nick has come to recognise what unboxing potential looks like at a personal level and believes that meaningful learning often requires going deep in order to extract what is simple, useful, and lasting.



NICK BUTTERS



Lesson Planning sounds like something we should have nailed down early in our careers. After all, planning is often taken as a marker of professionalism. For a long time, many of us may have treated lesson planning as preparation in the most literal sense. A route chosen. An objective agreed. A clear idea of where we were heading before the car even moved. That approach gives confidence. It helps explain the lesson, justify decisions, and feel in control of what might unfold. And in fairness, it often works. Yet over time, something can begin to feel slightly misaligned. Some of our strongest lessons don't follow the plan at all.

And some of our most carefully planned lessons can feel oddly flat – tidy, coherent, but somehow lifeless. At first, it can seem like this means we need better plans. Clearer objectives. More precise routes. A tighter structure. Instead, what often begins to change is our relationship to the plan itself.

When the Plan Takes the Lead

We may start to notice what happens when a plan is held too tightly. We listen less. We steer conversations back toward what we think should happen. We miss opportunities that don't sit comfortably inside the outline we prepared. The lesson still functions. But it no longer breathes. The plan has quietly become the driver.

Direction Without Fixation

Conversely, when we arrive with a sense of direction rather than a fixed destination, something else becomes possible. We can adapt without abandoning purpose. We can respond without drifting. The lesson feels alive rather than managed. That's when planning stops feeling like preparation and starts to feel more like posture.

Looking at Planning from the Outside

We often talk about lesson planning as a visible skill. Routes. Aims. Structure.

Evidence that thought has gone in beforehand. And of course, those things matter. Planning does give shape to a lesson. It creates boundaries, intention, and a sense of progression. Perhaps the deeper question isn't whether a lesson is planned, but how the plan is held once the lesson begins.

Learning Rarely Runs to Script

Learning doesn't often unfold in straight lines. A learner arrives tired. Or distracted. Or unusually confident. Traffic compresses. Time evaporates. Something emerges that matters more than the original objective. In those moments, the quality of planning shows up not in adherence, but in flexibility.

Planning as Orientation, Not Instruction

It's easy to think of planning as deciding what will happen. But perhaps it's closer to deciding how we will respond when what happens isn't what we expected. A good plan doesn't demand obedience. It offers orientation. Enough direction to remain purposeful. Enough space for the learner to shape the experience in real time. That balance between direction and responsiveness is subtle – and it rarely shows itself fully on paper.

Certainty or Curiosity?

We also tend to associate planning with certainty. Clear goals. Clear steps. Clear outcomes. But learning doesn't always reward certainty. Sometimes it asks for curiosity instead. What is the learner showing us now? What are they ready for today – not just in theory, but in this moment? What matters more: completing the plan, or responding to the person in front of us? These questions don't replace planning. They refine it.

Readiness Rather Than Control

Perhaps lesson planning isn't about control at all. Perhaps it's about readiness. Readiness to adapt. Readiness to notice. Readiness to let the lesson become something slightly different – and sometimes better – than what we imagined beforehand. If that's the case, then planning isn't something we do before the lesson and leave behind. It's something we carry lightly throughout it.

This article reflects thinking in progress rather than settled conclusions.

WE'RE TEACHING DRIVING TOO LATE



BY CHRIS GREER

FOUNDER, GREER'S
GEARS AND
SIMULATAYR



Why Mindset Must Come Before the First Lesson

Are We Starting Too Late?

As driving instructors, we all share the same goal: to develop safe, responsible drivers. But there is a question I believe we need to ask more openly as an industry: are we starting too late?

By the time many learners begin formal driving lessons, their attitudes toward speed, risk, distraction, and responsibility are already forming. These behaviours are rarely shaped in the car for the first time. Instead, they are influenced earlier through observation, social norms, and personal experience.

This creates a significant challenge. We are often not just teaching practical skills—we are attempting to reshape patterns of thinking that already exist.

The Gap in Early Driver Development

The UK driver training framework, guided by the Driver and Vehicle Standards Agency and supported by the National Standard for Driver and Rider Training, is designed to produce safe and competent drivers in real-world conditions. However, there is limited structured engagement before that journey begins.

When we consider the Goals for Driver Education (GDE) matrix, this becomes even more relevant. Safe driving is not solely about vehicle control or managing traffic situations. It is influenced by higher-level factors such as personal attitudes, risk perception, social pressures, and self-control.

By the time a learner enters the vehicle, many of these behaviours are already developing—and in some cases, already embedded.

A Behaviour-Led Approach

At SimulatAyr, our focus is not to replace in-car lessons, but to strengthen what happens before and alongside them.

We take a behaviour-led approach to driver development, focusing on building early awareness of risk, encouraging reflection, introducing consequence-based learning, and developing safer attitudes before habits are formed.

Through our work at SimulatAyr, we are already applying this approach in practice—working with pre-drivers and learners to build confidence and safer decision-making before real-world exposure.

Why Simulation Matters

Simulation provides something that is difficult to achieve in real-world tuition: the opportunity to experience risk safely. Within a controlled environment, individuals can encounter complex scenarios, make mistakes without consequences, reflect on decisions, and repeat situations to build confidence.

Supporting Anxiety and Driver Confidence

Simulation also supports individuals who experience anxiety or fear related to driving, including motorway driving, night driving, and poor weather conditions. This allows individuals to build familiarity, reduce anxiety, and gain confidence at their own pace. Additionally, we have partnered with a local practitioner of mindfulness and psychotherapy expert to offer ERT therapy and personal coaching in mindfulness techniques that one can use when thoughts, feelings and behaviors overcome.

Addressing the GDE Matrix Earlier

Improving road safety is not simply about technical ability. It requires influencing attitudes, awareness, decision-making, and responsibility. By introducing simulation early, we can influence these factors before real-world exposure, and for me that is the point where real behavioral change happens.

A Collaborative Opportunity

There is a genuine opportunity for collaboration between driving instructors, trainers, and education providers.

SimulatAyr is actively seeking to collaborate with professionals who want to integrate behaviour-led development into their training.

Looking Ahead

If we want to improve road safety, we must look earlier in the journey—before the test, before the first lesson, and before behaviours are formed. Simulation is not a replacement, but a powerful tool in preparation and supplemental to practical lessons.

Final Thought

As instructors, we influence how people think and behave on the road. The earlier we begin that process, the greater the impact we can have.

TOPIC: PDI HELP

Ask Mia

More Information & Advice

Mia Strothers 14, died after being hit by a BMW as she walked to school on Lighthowne Road, Moston, on October 5 2020. She was killed by a driver who tested positive for cocaine and cannabis travelling at 57mph in a 30mph zone, in a BMW which he knew had faulty brakes. Mia was taken too soon, but her legacy lives on through her 'much loved' campaign raising money for The Royal Manchester Children's Hospital, and through her helpful nature in life...She was a very kind and very loving person.



Hi Mia:

"My pupil drives well but switches off mentally. How do I keep them engaged?"

MIA:

When driving becomes automatic, attention often drops. The risk isn't lack of skill – it's lack of awareness. Shift the lesson from doing to thinking. Ask questions that bring their focus forward: "What are you expecting next?" or "What could change here?" You're not trying to make it harder, you're trying to make it conscious again. Safe driving isn't just about capability – it's about consistent engagement with the environment.

Hi Mia:

"I get nervous when being observed on a standards check. It affects how I teach."

MIA:

That pressure is real, but it often shifts your focus away from the pupil and onto yourself. The more you try to perform, the less natural your teaching becomes. Re-anchor to your purpose: helping the learner progress. The assessment is meant to observe your normal practice, not a performance version of it. When your attention stays with the pupil's needs, your teaching settles – and that's what assessors are actually looking for.

Hi Mia:

"My pupil passed their test but I don't feel like they're truly ready. Should I have done more?"

MIA:

It's a difficult feeling, but it's also an honest one. The test confirms a minimum standard on a given day – it doesn't guarantee long-term safety. What matters is whether you've developed their ability to think, adapt and reflect. If those foundations are there, they have a base to grow from. You can't control what happens after the test, but you can influence how prepared they are to handle it.

Hi Mia:

"I struggle when a pupil makes the same mistake again and again. It's frustrating."

MIA:

Repetition usually signals something deeper than a simple skill gap. If correction alone hasn't worked, the issue may sit in understanding, attention, or attitude. Instead of repeating the fix, explore the cause. Ask what they noticed, what they were focusing on, or what they were trying to achieve in that moment. Progress comes from insight, not repetition. When the learner understands the 'why', the behaviour often changes.



much loved

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Find out more: www.mylearnerdriver.co.uk

Winning silver in the Road Safety Initiative of the Year at the Intelligent Instructor Awards was a huge surprise and achievement!

Given it is not quite complete and not formally launched, I'm incredibly proud of how far it has come so a big thank you to everyone who voted and an even bigger thank you to the My Learner Driver team behind the scenes.

On that note- there are some exciting changes coming to the course this month. The content has now been appraised by Dr Neale Kinnear and it has passed with flying colours- something I am even prouder of than winning the award! It's a huge compliment to the years of hard work that has been put in.

What happens next is to start creating the Learning Journey through the course so that it has a more natural flow of how a typical learner and parent would develop their skills. What that means for instructors is that there will be less need to study the full course ahead of sharing it with learners and it will become much easier to use. We have started logic planning every lesson to really hone the messages we wish to send and the rather massive process of consolidating and re-editing the videos to reflect the new chronological order will start in April.

I understand that everyone is keen to see what is on the course, but we are holding off developing any preview content on the website until the writing is fully finished otherwise it will never get done. Just for you instructors reading KIT Mag, I'd like to offer a really affordable preview ahead of our formal launch in the summer (date tbc). This is a very limited time offer for the first 150 instructors to sign up only.



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*Introducing the Wellbeing Behind
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Why not join our new group, exclusively for PDis/ADIs, to find support, share experiences, and ask for advice for yourself, your learners, or your loved ones.

This is a safe, non-judgmental space where we can all uplift each other. Let's work together to prioritise wellbeing on and off the road!



THE E-MAG THAT KEEPS INSPIRING
TODAYS INSTRUCTORS

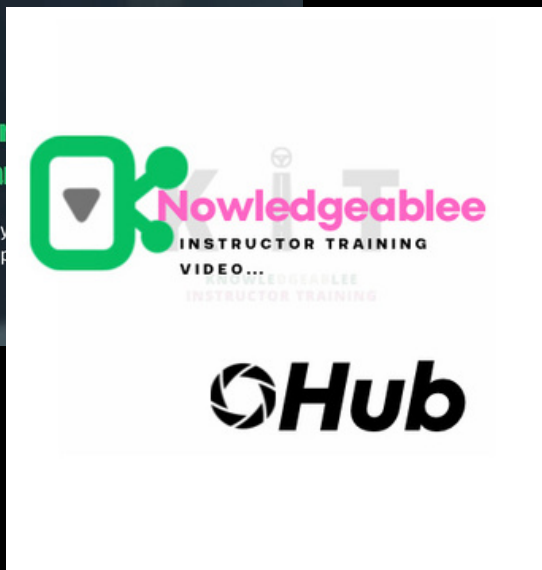
My Learner Driver®

PROTECT
YOUNG DRIVERS

Time for change

24% of fatal or serious injuries in
Britain involve 17 to 24-year-olds

Young drivers are at high risk - but tragedy can be avoided with the right support and safeguards, we can protect them and families torn apart. It's time to act.



We're Back in June...