



Pothole dangers!

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Members News:

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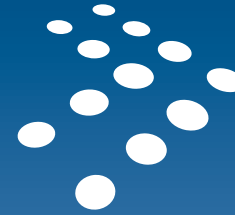


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Driving tuition insurance that ticks all the boxes



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Cover available for:

- ADIs/PDIs aged 21+
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Specialist policies for:

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- Fleets of dual controlled vehicles
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- Unlimited use of a dual controlled car
following a claim (please contact us for full terms and conditions)



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The most exciting driving instructor event!

This free to attend event takes place on Sunday, 2nd October 2022 at the Heart of England Conference and Event Centre, Meriden, Warwickshire. Since its inception in 2019 almost 1,500 people have passed through the doors and we hope 2022 will be our biggest event yet.

The expo will offer unrivalled access to 50+ industry suppliers who will showcase their latest products and services, offering a valuable opportunity to see what's new on the market to help your business flourish. Visitors can also attend a wide range of topical seminars delivered by expert speakers, which will run in multiple dedicated rooms throughout the day. Key topics include business growth, coaching, lesson planning, marketing, standards checks, training, teaching aids and an update from the DVSA.

Top Industry Speakers include...

Loveday Ryder, CEO, DVSA

We are delighted to announce that Loveday Ryder, CEO, DVSA will be our headline speaker at our national conference in October. Hear her industry update and have your questions answered in a specially extended session.



Kev & Tracey Field: To Breathe or Not To Breathe?

Breathing exercises are great for calming stress but how do you know which to recommend? Kev and Tracey will take you through some different options, explain why they work and what to suggest when breathing isn't suitable. Plus, they will talk about why you shouldn't take a deep breath!



Ruedi Press: Driving Electric – The Start of a New Era

The Driver Training Industry is heading towards the most dramatic change since the introduction of the driving test almost 100 years ago. The uptake on electric cars has gained significant momentum in the last two years and will affect every one of us in the near future.



Francis Noakes: Growing your business through your phone

An insight into the ever-growing relevance of social media in today's world, especially to the young target market of the ADI. Looking at how you can use social media to your advantage with tips and tricks for how to grow your brand and business just using your smart phone.

Never been to one of our conferences before?

Watch our short video below to get a feel for the event! 2022 is set to be the biggest and best yet!



**BOOK YOUR
FREE TICKET NOW!**

A GUIDE TO ADINJC



Professional Indemnity Driving Tuition

Why is Professional Indemnity cover so important?

Because we all make mistakes in life, including in our business operations as a driving instructor.

However, if you make a mistake in running your driving school, the consequences can be very serious. You could, for instance, be sued for vast sums of money. Professional Indemnity will provide you with protection in case someone decides to take action against you even when you haven't done anything wrong.

The ADINJC Professional Indemnity insurance, provides the valuable protection you need as a driving instructor offering professional advice to the public, to prevent this happening. It covers you when, as a result of negligence, you are sued for losses or damages by a third party. In short, it gives you peace of mind: if a claim is brought against your business, you won't have to worry about the financial implications of a lawsuit. The ADINJC policy provides £5 Million cover for each and every member, ensuring you have sufficient cover. The policy also has a low policy excess of £500 for each and every claim.

You can find details of Waveney Group Schemes by going to
www.driving-school-insurance.com

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If I want to research an item, I often look to Wikipedia for help online. I had heard about the GROW model but it was at a post graduate course in coaching for driver development, held at East London University, that I began to fully understand its connotations and started to use it in my lessons. Wikipedia describes the GROW model as a simple method or process for setting goals and solving problems. It was developed in the UK and used from the late 1980s. There have been many claims to the authorship of the GROW method. While no one person can be clearly identified as the originator, Graham Alexander, Alan Fine and Sir John Whitmore all made significant contributions. John Whitmore was the first to publish GROW in his book *Coaching for Performance* (1992) so through the book's success GROW became known universally and is now acknowledged globally as the most popular coaching model. GROW is well suited to our industry and works well for ADIs to form coaching conversations with clients.

GROW highlights the nature of a problem for coaching purposes. In order for a problem to exist in coaching terms there have to be two elements present. Firstly, there has to be something that the client is trying to achieve: the Goal. Then there has to be something stopping them from achieving that goal: the barriers or obstacles. Using GROW automatically breaks a problem down into these component parts.

GROW was influenced by the Inner Game method developed by Timothy Gallwey, a tennis coach who noticed that he could often see what players were doing incorrectly but that simply telling them what they should be doing did not bring about lasting change.

The parallel between Gallwey's Inner Game method and the GROW method can be illustrated by the example of players who do not keep their eyes on the ball. Some coaches might give instructions such as: 'Keep your eye on the ball', to try to correct this. The problem with this sort of instruction is that a player will be able to follow it for a short while but may be unable to keep it in mind in the long term. So one day, instead of giving an instruction, Gallwey asked players to say 'bounce' out loud when the ball bounced and 'hit' out loud when they hit the ball.

The result was that the players started to improve, without a lot of effort, because they were keeping their eyes on the ball. But because of the way the instruction was given they did not have a voice in their heads saying 'I must keep my eye on the ball.' Instead, they were playing a simple game while they were playing tennis. Once Gallwey saw how play could be improved in this way, he stopped giving instructions and started asking awareness raising questions that would help players discover for themselves what worked and what needed to change.

A good way of thinking about the GROW Model is to think about how you'd plan a journey. First, you decide where you are going (the Goal), and establish where you currently are (your current Reality).

You then explore various routes (the Options) to your destination. In the final step, establishing the Will, you ensure that you're committed to making the journey, and are prepared for the obstacles that you could meet on the way.

The GROW model is a powerful model for ADIs to use: it's flexible and it can transcend boundaries of culture, discipline and personality.

As I'm sure you have worked out by now, the GROW model is an acronym standing for (G)goals, (R)eality, (O)ptions and (W)ill, highlighting the four key steps in the implementation of the GROW model. By working through these four stages, the GROW Model raises an individual's awareness and understanding of:

1. their own aspirations
2. their current situation and beliefs
3. the possibilities and resources open to them
4. the actions they want to take to achieve their personal and professional goals.

There are many questions which the coach could use at any point and part of the skill of the coach is to know which questions to use and in how much detail.

Some suggested questions to ask for each stage:

GOALS:

By setting goals which are inspiring and challenging as well as specific, measurable and achievable in a realistic time frame, the GROW Model successfully promotes confidence and self-motivation, leading to personal satisfaction. The goal should come from the pupil and not from you as the coach. Your job is to help them achieve that goal.

1. What is your ultimate, long-term goal?
2. What is important to you now?
3. What would you like to get out of the next 60 minutes?
4. What areas do you want to work on?
5. What will make you feel this time has been well spent?
6. How will you know when you have achieved your goal?
7. What would you like to happen with ____?
8. What result are you trying to achieve?
9. What do you want to change?
10. What would the benefits be if you achieved this goal?

REALITY:

The key is to take it slowly with your questions: remember it's not an interrogation. Let the pupil think about the question and reflect on his or her answers. Use your listening skills: this is not the time to jump in with immediate solutions or your own opinions.

1. Where are you now with your goal?
2. On a scale of 1 to 10 where are you?
3. What has contributed to your success so far?
4. What progress have you made so far?
5. What is working well right now?
6. What is required of you?
7. What is happening now (what, who, when, and how often)? What is the affect or result of this?
8. Have you already taken any steps towards your goal?
9. What do you think is stopping you?
10. What did you learn from ____?
11. What have you already tried?
12. What could you do better this time?



OPTIONS:

1. What are your options?
2. What could you do differently?
3. Which option feels right to you?
4. What do you need to stop doing to achieve this goal?
5. What obstacles stand in your way?
6. What do you think you need to do next?
7. What could be your first step?
8. What do you think you need to do to get a better result (or closer to your goal)?
9. What else could you do?
10. Who else might be able to help?
11. What has worked for you already? How could you do more of that?
12. What is the hardest/most challenging part of that for you?
13. What's the best/worst thing about that option?

WILL or the WAY FORWARD:

This is the last step in the GROW model where the coach checks for commitment and helps establish a clear action plan for the next steps.

1. What is your next step?
2. When are you going to start?
3. How are you going to go about it?
4. What do you think you need to do right now?
5. Is there anything else you can do?
6. On a scale of one to ten how determined are you to succeed?
7. What would it take to make it a ten?
8. What resources can help you?
9. Is there anything missing?
10. What one small step will you take now?
11. What support do you need to get that done?
12. What do you need from me/others to help you achieve this?

Finally here is an example of the whole process. What the pupil might say is shown in red; what you might choose to say as the coach is in blue. You could change the questions shown here for some of the others given above

GOAL:

I want to pass my test next month.

How can we achieve that?

What makes it important to you?

How can we start to help you with that today?

REALITY:

I need more sessions.

I need more time and money.

I need to practise more.

I need to try a mock test.

Maybe I need to wait longer.

Do you have the necessary skills?

What will we need to improve in order for you to do that?

What will it feel like if you don't achieve it?

OPTIONS:

Just more lessons in that time?

What might your parents/ the examiner say to you about that right now?

What do you think I might suggest?

What options do you have to practise?

Can you afford it right now?

Will it cost more if you aren't successful?

The WAY FORWARD:

I don't know.

I'll get more practice.

I'll try harder now I've got my test booked.

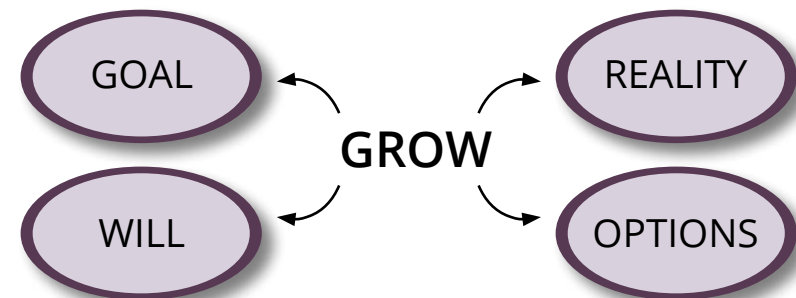
What do you need to make this happen?

Have you got what you need to achieve it?

What is your first step?

What do you need from me to achieve your goal?

If you haven't tried the GROW model, why not give it a go in your next lesson?



You'll find the latest updates regarding DVSA via www.n-a-s-p.co.uk

Mindfulness and how it can help you and your pupils

We know that 1 in 10 people who fail their driving test say it was because they were nervous on the day.

Today mindfulness is a recognised practice that is used in education, healthcare and the workplace to help people improve their mental wellbeing.

We have published a guest blog post from San Harper, who is an approved driving instructor (ADI) and also an accredited mindfulness teacher who uses mindfulness in her work as an ADI.

Not only has San seen great results from mindfulness to life generally, but also professionally as an ADI, and for her pupils with managing their test day nerves.

Click on image (right) to read the full blog post on DVSA despatch.



Update on monitoring the online booking service

In January 2022 we let you know that we would restart routine trainer booking monitoring of the online booking system.

Routine monitoring of the system was suspended during the pandemic and during the changes to address the HGV driver shortage.

We understand that it has taken a period of time for your business to return to normal following the pandemic and the recent changes to vocational testing.

Contacting trainers who aren't making the most of their test bookings

We have over 3 months of data and we will now start to contact trainer bookers who aren't using the system fairly, this includes issues involving:

- the volume and percentage of tests cancelled within 10 working days
- the overall volume of tests cancelled
- trainer's use of the booking system

If we see any trainer bookers using the system in a way that is not in line with the trainer booking agreement, we will contact them to discuss if any further action is needed.

DVSA can take action if training schools do not follow the rules, this can include reducing their allocation of tests or removing schools from the trainer booking system.

Best practice for booking tests

To support the efficient use of system we encourage you to:

- only book the tests that you need.
- hand test slots back as early as possible to assist with examiner resource allocation.
- ensure the correct category of test is booked.
- name tests as early as possible.
- schedule training to utilise tests over the entire week.

Text message reminder service for public booked tests

From 1 July DVSA started to send text message reminders to your pupils with a public booked practical test booking to help reduce the number of tests lost due to learner drivers failing to attend.

The reminders will be sent 6 days and 10 days ahead of your pupil's test to remind them that their test is coming up.

The text will also encourage them to rearrange their test if they are not ready. This will free up the appointment for someone who is ready and may not be able to get the test they need. They can do this on GOV.UK.

The text message will show on the phone as being sent from GOV.UK DVSA.

We are only able to send text messages if a mobile phone number is included when your pupil books their practical car test, so please encourage them to include one.

Driving tests lost from pupils not attending

The number of car driving tests being wasted due to learner drivers not turning up has more than doubled compared to before the pandemic – this means that every day 1 in 22 people do not turn up for their driving test.

DVSA research found that 25% of those who did not turn up used a third-party app to book their test. The second biggest reason for not showing up to a test was that a driving instructor was unavailable (13%) and 11% said they forgot the date or time of their booking.

How your pupils can check if their mobile number has been added to their booking

Your pupils can add their mobile phone number to their test booking via the change your driving test service on GOV.UK.

They'll need 2 of the following pieces of information to do this:

- their driving test licence number
- their booking reference number
- their theory test pass certificate number

They will need to go to 'candidate's details' section of their booking to add in their mobile number. They then need to re-enter all their details as we do not show any of the details we hold for security reasons.

Things we're doing to make tests count

We have put several measures in place to prevent businesses who do not employ ADIs from selling driving tests. This will help ensure more tests go ahead by ensuring tests are booked for people who are more likely to attend.

A new section for self-driving vehicles has been added to the Highway Code

From July 1st new rules on the use of self-driving vehicles in Great Britain came into force. The changes are included in a new section in The Highway Code which can be [accessed for free on GOV.UK](#).

Currently only vehicles with advanced driver assistance systems are available in the UK.

No vehicles in Great Britain have been classed as self-driving yet but they could start to be as soon as next year. [Any that are classed as self-driving will be listed on GOV.UK](#).

What's changing in the new section

The changes to the Code will help ensure the new technology will be used safely, explaining clearly that while travelling in self-driving mode, motorists must be ready to resume control in a timely way if they are prompted to – such as when they approach motorway exits. It also includes details

about appropriate insurance needed for self-driving cars.

The plans also include a change to current regulation, allowing drivers to view content which is not related to driving on built-in display screens, while the self-driving vehicle is in control.

It will however, still be illegal to use mobile phones in self-driving mode, given the greater risk they pose in distracting drivers as shown in research.

The government is working with the manufacturer, retailer and leasing industries to ensure that anyone accessing a self-driving vehicle will receive advice on how to use it.

Why staying up to date is important

It's important that everyone – not just learner drivers – understands their responsibility for their own safety and that of other road users. You can read the full version of The Highway Code available, [free of charge, on GOV.UK](#).

The Highway Code is updated regularly so it's really important you keep up-to-date with changes. GOV.UK includes [a list of the latest updates](#) that have been made, so it's quick and easy to see what has changed. If you've not already done so, [you can sign up to receive email updates](#) of any future Highway Code changes.

ADI Demand Survey and what you told us

In June 2021 DVSA ran the first approved driving instructor (ADI) Demand Survey. This was to hear from you about the challenges faced by you and your pupils as a result of the pandemic, and the effect on demands for lessons.

We ran the survey again in January this year so that we could compare the results and see how the situation has changed. This survey also included questions relating to some of the proposals in our consultation on measures to improve availability of driving tests.

[The results of the demand survey are now available on GOV.UK](#)

The main findings

- Fully operational ADIs currently have on average 21.5 learners, a decrease from last year when it was 24.5
- More than half of fully operational ADIs (55.4%) are currently training the same number of students as pre-COVID
- Partially operational ADIs (operating at reduced hours) currently have on average 12.0 learners A decrease from last year when it was 13.8
- The majority of partially operational ADIs (61.9%) are currently training fewer learners than pre-COVID.
- The majority of ADIs (72.1%) currently have a waiting list but the amount of learners waiting has decreased compared to 2021.

Tackling the increase in wasted driving test appointments

To help reduce the number of driving tests wasted, DVSA is urging learner drivers to follow 10 top tips to make sure their test goes ahead.

This is alongside the recently launched text message reminder service that reminds candidates they have a test coming up and how to change it if they don't feel ready.

Why more tests are being wasted

The number of car driving tests being wasted due to learner drivers not turning up has more than doubled compared to before the pandemic – this means that every day 1 in 21 learner drivers do not turn up for their driving test.

DVSA research found that 25% of those who did not turn up used a third-party app to book their test. The second biggest reason for not showing up to a test was that a driving instructor was unavailable (13%) and 11% said they forgot the date or time of their booking.

Sharing the 10 top tips with your pupils

The list of tips for you to share with your pupils have been created to help tackle the top three reasons tests are wasted.

1. Make sure you or your driving instructor includes your mobile number in your booking, as you will get free reminder texts
2. Check your instructor is available before booking your test
3. Bring your provisional driving licence, we cannot tell who you are or what provisional entitlement you have without it.
4. Arrive on time, examiners have a tight schedule, you will miss your test if you are late
5. Book only through your instructor, or the official online booking service
6. Don't book through third-parties such as an app or an online seller, there is a risk you will not receive important information such as changes to your test
7. Make sure you have an instructor or have access to a car well in advance of your test date, without a car, a driving test cannot go ahead
8. If you take your own car check on GOV.UK it can be used on a driving test and make sure you bring an additional mirror and 'L' plates [www.gov.uk/driving-test/using-your-own-car](#)
9. Make sure the car is taxed, MOT'd and insured, if the car is not, your test won't go ahead
10. If you or your instructor thinks you're not ready to take your test, you should rearrange it and allow someone else to use it. You can change your test date on GOV.UK .



To help reduce the number of tests that are being wasted it's really important that you talk to your pupils about the top tips so their tests do not go to waste.

We are re-launching our Instagram account to share these top tips for your candidates, so encourage them to follow the account at [www.instagram.com/dvsagovuk](#)

We've increased number of driving tests

As you know, we have already put in place many measures to increase the number of test appointments including:

- leave buy back for examiners
- overtime, weekend and public holiday testing
- additional tests carried out by those who don't normally conduct tests as part of their day job
- tests conducted by recently retired examiners
- tests conducted by recently recruited examiners

Since April 2022, we've carried out over 380,000 tests as a result of these measures.



Part:2 Is your learner making “effective use of the mirrors”?

The use of mirrors is ubiquitous when it comes to safe driving, an essential who's importance is often difficult to convey to the learner. Because of this it remains the second biggest reason for test failures, which is why we need to redouble our efforts to ensure that this issue is resolved, and proper instinctive mirror use is developed.

The following are the essential learning elements of this teaching target.

Stage of ability

- Partly Trained

Recap

- Mirrors – setting up view

Core of the lesson

- How will you link previous learning?
- Does your learner know why:
 - the mirrors must be checked on particular occasions?
 - it is necessary and important to look over the right shoulder before moving off?
- Does your learner know:
 - which mirror(s) to use and when?
 - what to look for in the mirror(s)?
 - the different types of glass used in the interior and exterior mirrors?

Practice

- Use of the MSM Driving Plan
Development of hazard recognition.
Just looking in the mirrors is not enough.
Learners must ‘see’ what is there
- Mirrors - The importance of:
 - checking for traffic following closely by using the interior mirror
 - use of the outside mirrors when and where necessary.
- Using the appropriate mirrors well before:
 - signalling
 - moving off and stopping
 - changing speed
 - changing direction
 - overtaking.

Useful lesson hints:

- Use the illustrations in Driving: The Essential Skills to introduce or review the key lesson points
- Making unnecessary head movements to check the interior mirror is wrong and potentially dangerous
- Ensure that learners know what to do when one or more emergency vehicles come up behind

Instructional and coaching phraseology

Probably the most frequently used phrase is:
“Mirrors – off gas”

Typical instruction may be:
“Check mirrors before you...”

Develop this instruction into a coaching approach:

“What’s following behind?”

“What is the vehicle behind doing now?”

“What can we do about the closely following driver?”

Skills Development

To be able to respond safely to hazards ahead, drivers need to know what traffic is doing behind and to the sides of the car. The system of driving taught to new drivers is based on simplicity - Mirrors Signal Manoeuvre (MSM). MSM is involved in every driving instructor's lesson plan.

Instruction / Coaching Method: Below are some examples of questions that you might ask your learner. With experience you can devise your own bank of possible questions. Questions used must be relevant to the learner and the circumstances of the lesson. Judge the balance of ‘telling’ and ‘Q&A’ on how the learner responds to your guidance

Topic Key Point:

Sample Question:

Mirrors

Where must you regularly check as you drive along?

Set up - vision

How did you set the mirrors as part of your cockpit drill?

Types of glass

What are the two types of mirror used and how does this affect what and how you see?

Blind-spot

What does the offside mirror help minimise?

Systematic Driving

When you see a new hazard, where must you check?

Mirror use

When, specifically, must you use your mirrors?

Effective use

Why is just checking the mirrors not enough?

Typical faults to anticipate

Not setting or adjusting the mirrors from a normal driving seat position.

Ineffective use of mirrors before:

- signalling
- moving off and stopping
- changing direction
- changing speed
- overtaking.

Next month we will look at ‘Use of Signals’

Latest from Road Safety GB

Road SafetyGB

THINK! launches 'Travel Like You Know Them' campaign

The THINK! team has launched the next phase of its campaign to promote the recent changes to the Highway Code, looking to foster mutual respect between all road users.

[Click here to read the full story](#)

The 'Travel Like You Know Them' campaign offers a snapshot into the lives of people who use the roads, aiming to help people see beyond the mode of transport and improve understanding of how others see and use the road.

It has an emphasis on motorists and those who have a greater responsibility to reduce the risk they may pose to others, as per the Highway Code's new hierarchy of road users.

The campaign runs until late August and comprises two films – 30 and 15 seconds in length – as well as a radio advert.

[Click here](#) to read other latest news from Road Safety GB



Latest news from DVLA



School children set to receive IT equipment thanks to DVLA

School children across Swansea will receive recycled IT equipment thanks to an innovative digital partnership between DVLA and Swansea Council.

[Click here or on image to read article.](#)

SOS! Speed of Sight - Driving the Difference



Inspire 25 members

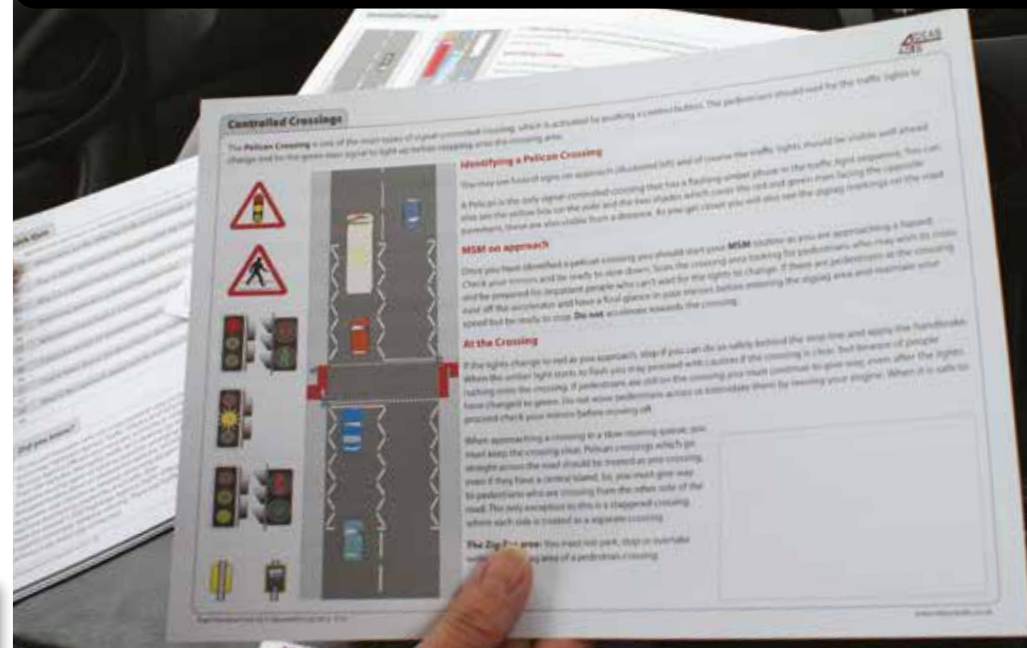
Could you be one of a generous group of inspiring '25' members who contribute £25 monthly to the Speed of Sight charity giving the gift to drive to blind and disabled people throughout the UK?

<https://www.speedofsight.org/inspire-25-club/>



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**Our pupil handouts are the perfect tool to reinforce your in-car tuition!
25 A4 handouts per set, 20 sets in a pack – that's enough to support 20 pupils!**

Quality

"I wish to congratulate you on the quality and format of your pupil handouts."

PC DVSA ADI

Professional

"It adds immensely to the overall professional image. They give the student something to refer to in practice and in between lessons to keep the knowledge fresh."

RL DVSA ADI

Value

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WCPD Decisions: Qualifications, Courses and Accreditation

Tom Stenson - Worcestershire Driver Training



During the lockdowns of 2020/2021, many instructors undertook online courses to develop their skills and to stave off some of the stay-at-home boredom. Now we are back out on the road and more limited for time, which courses are going to be the most helpful and how do you decide which ones to choose?

Levels

Many courses and qualifications can be described using "levels". This is a way of describing equivalence within different qualifications based on their difficulty, for example a Level 3 NVQ is equivalent to an A Level. This is a good place to start your search as you then know how challenging you could expect the course to be. The UK government sets out the details of qualification "levels" on their website to help you decide.

Accredited Qualifications

The next decision to make is whether or not you are looking for an accredited qualification. Accredited qualifications are nationally recognised and have to be regulated by Ofqual, the exams regulator. Ofqual set the level of the course and ensure its assessments (whether they are coursework, exams or practical tasks) are fair and challenging enough. The content of the course, what you learn about, are approved by an Awarding Organisation such as Pearson BTEC. As long as the course is Ofqual accredited, it should not make much difference who the awarding body is e.g. a BTEC Level 3 is not in some way "better" than a Highfield Level 3 (or vice versa).

What does this mean in practice? Accredited qualifications help to ensure value for money, and you can be sure of the amount of work required and you know which other qualifications you're

course is equivalent to. Some accredited qualifications are eligible for government funding as well. Finally, credits earned from previous qualifications can sometimes be put towards the next "higher" qualification, i.e. if you have done a Level 3 and want to reach a Level 4, you may not have to do as much as someone starting a Level 4 from scratch. However, you need to check with your training provider whether this is an option, and you often need to complete successive qualifications with the same awarding body.

Unaccredited Courses

Many courses, both online and for practical driving, are unaccredited, so this means they are only "recognised" by their provider and not by Ofqual. However, it depends on what you as an instructor gain from it, and how much you value the skills you are developing. For example, the IAM test is probably the most well-known advanced driving test but is unaccredited – however advanced driving is arguably a very valuable skill for an instructor. In fact, none of the advanced driving tests are accredited, and unfortunately, can no longer be put towards a BTEC Level 3 Advanced Award.

Short CPD courses in the industry are rarely accredited as they are usually half day or one day classroom workshops. Getting a course to become an accredited qualification is a lengthy and challenging process, so many companies feel it would not be worth the time or expense of seeking accreditation, especially if it's not required by the delegates who attend. Day courses can still be highly valuable to network, share best industry practise and develop your skills. It is a good idea to do some research on who the speakers or tutors are beforehand, and consider factors such as their previous and current job roles, experience in industry and qualifications.

Buyer Beware

A major downfall of unaccredited courses is that they are not regulated by Ofqual, so any "level" is just the name set by the training provider. This may mean the level number mentioned in the course name might not be reflective of its difficulty and it might not be equivalent to other courses – this is particularly true for online courses.

To make things even more confusing, some adverts will state their course is accredited by an external body – this adds an impressive logo to your certificate and even offers links to other websites to check the certificates' validity. However, the external body they refer to is not Ofqual or an awarding body Ofqual has approved! Finally, be aware that some awarding bodies also offer "Quality Assurance" for courses rather than accrediting them. This means you have a nice-looking certificate at the end, but you still won't receive a nationally recognised qualification.

In summary, both accredited and unaccredited courses can add value to your CPD and help you develop as an instructor. However, before signing up for any course, do your research and make sure you understand what you are paying for. Remember that if accreditation is important to you, be suspicious of courses that are priced lower than you might expect and always check against Ofqual if you are unsure.

Useful Links

What qualification levels mean: England, Wales and Northern Ireland – GOV.UK (www.gov.uk)

<https://www.iamroadsmart.com/courses>

Road Safety Information

Graham Feest ADINJC
Road Safety Advisor



The July edition of Traffic Safety Roads is out now. Many thanks to Graham Feest, our Road Safety Advisor.



Items this month include:

- What Does the Sign Mean?
- Breakdown Cover
- Road Anger
- 2022 Prince Michael Road Safety Awards
- Law Enforcement of 20MPH Zones
- Abuse of Learner Drivers
- Expanding the ULTRA Low Emission Zone
- Low Emission Zones in Scotland
- Working Vehicles
- RoadPol Activity
- Walking and Cycling to Work
- Road Deaths
- Under 17 Car Clubs
- Diagnosing Pedestrian Injuries
- Relaxing Speed Sanctions
- Woman Trapped in Vehicles
- Technology Aimed at Keeping you Lawful
- E=Scooter Trial Extended
- Road Safety Week
- Reducing Casualties by Stopping Crashes
- Council Traffic Fines Begin
- Digital Roads

And much more!

BBC News

Driving tests: Thousands of booking accounts blocked

Click [here](#) or on image right to read the full report from BBC News on the current issue of companies reselling practical driving test bookings.



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What our members say:

“May I just say that I am proud to be a member of such a caring society. A big “well done” to all you.”
- Dave Clark ADI

“Your work is relentless, just wanted simply to say THANK YOU for being there for us. I don't know what I would have done without ADINJC.”
- Susan Speight ADI

Find out more at adinjc.org.uk, call 0800 8202 444
or email secretary@adinjc.org.uk

@ADINJC

Dale Carnegie's How To Win Friends & Influence People (Or Pupils)

Liam Greaney
Driving-Pro Limited



This book was published back in 1936 and is possibly one of the finest books on driver coaching ever written. You might even say one of the most influential books on dealing with people ever. On Amazon it has about 60 000 5 star reviews!

It is divided into 4 sections (which I list below) and each section has a number of principles. In the book it will illustrate each of these principles with various stories. I like to think that each of these principles can be applied to driving instruction. These sections and principles are:

- Techniques in Handling People
- Six ways to Make People Like You
- Win People to Your Way of Thinking
- Be a Leader: How to Change People Without Giving Offence or Arousing Resentment

Techniques in Handling People

- Don't criticise, condemn or complain
- Give honest and sincere appreciation
- Arouse in the other person an eager want

What Dale goes on to say is:

"Criticism is futile because it puts a person on the defensive and usually makes him strive to justify himself. Criticism is dangerous, because it wounds a person's precious pride, hurts his sense of importance, and arouses resentment. Any fool can criticise, condemn and complain—and most fools do. But it takes character and self-control to be understanding and forgiving."

If you were a pupil what is there not to like about the above. If traditional fault based instruction is looking back at what a pupil has done, this is coaching and looking forward to the change we want in a pupil.

Six ways to Make People Like You

- Become genuinely interested in other people
- Smile
- Remember that a person's name is to that person the sweetest and most important sound in any language
- Be a good listener. Encourage others to talk about themselves
- Talk in terms of the other person's interests
- Make the other person feel important – and do it sincerely

If your pupil does not like you, they are not going to be your pupil for too much longer. And even if they do stay with you they are not going to be very open to learning. I know a lot is talked and taught about rapport building and this will work for short limited interactions.

But the easiest way in the world to build some rapport, is to like the other person. If it's a new pupil you have never seen before, just remember they are going to give you money. I personally find this aspect of my pupils very likeable and it has the added benefit of making me smile.

Getting a pupil's name right is good. Mate or love shows a lack of interest in the person. If they ask me what I like to be called I normally say "Handsome". I wouldn't get to hear it otherwise.

Learn about your pupils. It will make them more interesting. Besides the pupils' money, I want something from them. It might be a turn of phrase or a way of looking at the world or a recommendation of a book to read or film to watch. There's always something.

I like to relate things in terms of what the pupil likes or does for a living. A recent pupil was a professional cosmologist doing physics for a living which made this rather difficult. It only took me 10 hours to come up with "give yourself time and space".

The last bit is about making your pupil feel important. This is about you being the professional and working for the pupil in their best interests.

Win People to Your Way of Thinking

- The only way to get the best of an argument is to avoid it
- Show respect for the other person's opinions. Never say, "You're wrong."
- If you are wrong, admit it quickly and emphatically
- Begin in a friendly way.
- Get the other person saying "yes, yes" immediately
- Let the other person do a great deal of the talking
- Let the other person feel that the idea is his or hers
- Try honesty to see things from the other person's point of view
- Be sympathetic with the other person's ideas and desires
- Appeal to the nobler motives
- Dramatise your ideas
- Throw down a challenge

Looking at what Dale says: *"When dealing with people, let us remember we are not dealing with creatures of logic. We are dealing with creatures of emotion, creatures bristling with prejudices and motivated by pride and vanity."*

Dale Carnegie's How To Win Friends & Influence People (Or Pupils)

Liam Greaney
Driving-Pro Limited



A view is that driving and drivers are emotional. Certainly our learners are not cold reason. They have a view of the world and the more of that view we see the better we understand them.

Sometimes their opinions are not what we hold to be true. This is where our questioning skills come in. Looking at speeding for instance. How many of our pupils think it's okay? Telling them it's wrong is not going to change them. But knowing how they see the world and putting it in ways that they can relate to might.

For instance telling your professional cosmologist pupil she's too fast and in the wrong position comes across better as "give yourself time and space."

Be a Leader: How to Change People Without Giving Offence or Arousing Resentment

- Begin with praise and honest appreciation
- Call attention to people's mistakes indirectly
- Talk about your own mistakes before criticising the other person
- Ask questions instead of giving direct orders
- Let the other person save face
- Praise the slightest improvement and praise every improvement
- Be "hearty in your approbation and lavish in your praise."
- Give the other person a fine reputation to live up to
- Use encouragement. Make the fault seem easy to correct
- Make the other person happy about doing the thing you suggest

As you read the above, what comes across here to me is it's all so positive. Who doesn't like a bit of praise. But remember there needs to be a level of honesty. Calling me "handsome" when I am not, will make me question everything else you might say. You need to be credible.

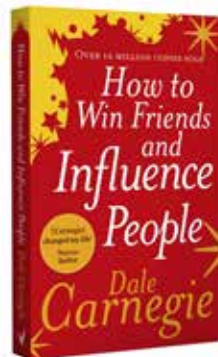
Remember none of us is perfect. I like to tell my pupils it's good to learn from their own mistakes. But it's much smarter to learn from my mistakes.

An attitude I think is worth taking is that your pupil is a client rather than a customer. The difference being that with a client you do your best for them but with a customer you do your best for yourself.

What else did Dale say:

- The Key to Influencing Others: The only way on earth to influence other people is to talk about what they want and show them how to get it.
- The Secret of Success: If there is any one secret of success, it lies in the ability to get the other person's point of view and see things from that person's angle as well as from your own.

The book itself is always well worth a read. If you do, try and see how it applies to driving instruction or dare I say it coaching. It is certainly client centred.



Approved Driving Instructors National Joint Council

The leading driving instructor organisation of its kind.
Uniting local associations, groups and individuals.

We support, inform and represent our members.

What our members say:

Wow, ADINJC your crew are doing a wonderful job. We are so happy to be affiliated to you all. Thank you from Blackburn Association.
- Linda Brooks

Thank you for speaking up for ADI's and producing an excellent letter. A big thank you to the whole ADINJC team.
- Mike, Vice Chair Sutton Area Driving Instructors Association

Find out more at adinjc.org.uk, call 0800 8202 444
or email secretary@adinjc.org.uk

@ADINJC

Latest news from Marmalade



As we are sure you're aware, there has been a significant supply shortage for new cars recently. Due to challenges with sourcing new cars and extremely long wait times, we have made the difficult decision to stop selling our Cars for Young Drivers package. This means we're no longer able to process quotes and finance applications for new cars.

Steps you need to take

As we no longer offer new cars for young drivers, please remove any adverts you may have on your website, apps or email programmes with immediate effect. We are very grateful for your cooperation with this, and we apologise for any inconvenience or disappointment this may cause. The good news is none of our other products are affected by this.

The dedicated team at Marmalade is at the end of the line to answer all your enquiries and to signpost you to Marmalade products such as Breakdown cover and Tuition vehicles. You can call them on **0333 323 2615** or if you prefer, you can email them at info@marmaladenetwork.co.uk



DIPOD - Show 196 - Teaching Pedestrians

DIPOD - The Driving Instructors' Podcast -

Sponsored by ADINJC for the discerning ADI!

Show 196 - The latest episode from Dipod is now freely available for your listening pleasure! Your response is always welcome at www.dipod.co.uk



Amongst other things, in this show we look at some issues raised in relation to the recent changes in the Highway Code and find out about some of the ways examiners help our pupils.

- Left Turn At Roundabouts
- Bollards
- Judging Spaces
- Rule 170
- Pedestrian Priority
- Historic Traffic
- Junctions
- Examiners Hints
- Dress Code
- Loitering
- Falling Bikes

Find the latest show at www.dipod.co.uk

Please tell a fellow ADI about the Driving Instructors Podcast and help spread the word!

Catch up now on all 59 minutes if you haven't done so already and as always, these shows are not to be missed!

Remember, the guys love to hear from you and your response to the show is always welcomed!

www.dipod.co.uk Phone us **08432 892556** E-mail: adi@dipod.co.uk

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New training dates have been announced across the country in the company of Andrew Love, our Head of Training and various members of our training team. These events are definitely not to be missed - the combined expertise from our range of trainers is second to none. Book now for our face to face and online courses, covering Standards Checks, Part 3s and Mock Test Madness! <https://www.adinjc.org.uk/training/#adinjc-courses>

Mon 15 Aug - 6-8pm Online - Understanding the Mock Test

With the increased emphasis that the DVSA are putting on using a Mock Test as a tool to assess the learners test readiness, the ADINJC are delivering our very popular Understanding the Mock Test online session on the 15th August at 6pm

The workshop will leave you with greater understanding of how the driving test is conducted, assessed & marked to enable you to deliver more accurate mock tests to your pupils.

You will also have a better understanding of the feedback given during the driving test feedback, which will help you prepare your learners more effectively.

What it includes

- What must happen
- Understanding the marking system
- Fault assessment
- Test wording
- Reason for the journey
- What are you going to do next?

>>>>> [BOOK YOUR PLACE NOW](#)

Tues 13 Sept - Standards Check Workshop - £99 members £120 lite members

Holiday Inn Corby-Kettering

(A 43 Geddington Road, Corby. NN18 8ET)

The workshop will leave you feeling more confident and prepared and our expert trainers who are themselves ADIs will be there to help guide and support you throughout the day. Your workshop is an opportunity to meet fellow ADIs and take time for yourself to consider and improve your teaching ready for your standards check

>>>>> [BOOK YOUR PLACE NOW](#)

Essential Teaching Skills Series

The ADINJC are pleased to be running a series of webinars facilitated by Lynne Barrie & Andrew Love called Essential Teaching Skills

They are designed to enhance your teaching skills to bring the best from your student.

The skills that will be discussed are -

Mon 12th Sept - 6:30-8pm - Questioning Skills - £30 (£25 for premium members)

The discussion will cover recognising the importance of using efficient Q&A, understanding the principles of Q&A, types of questions, use of 5 W H (what, where, when, who, why & how), imbedded commands, action questions, probing questions and overcoming objections.

Mon 26th Sept - 6:30-8pm - Feedback Skills - £30 (£25 for premium members)

Types of Feedback, instructor led, student led, benefits of well-structured feedback, feedback loop, scaling, Gibbs Cycle.

Mon 10th Oct - 6:30-8pm - Listening & Positivity Skills - £30 (£25 for premium members)

What is active listening? Being attentive, non-judgemental, reflecting, clarifying, summarizing, looking for the good points.

Mon 17th Oct - 6:30-8pm - Identifying the needs of the Pupil - £30 (£25 for premium members)

The difference between lesson goals & needs, what is meant by the needs of the pupil? What's the difference between needs & wants? How to identify the needs in driver training. Does the pupil know what they need? Getting agreement to change the plan. How does it link to a good lesson?

You can purchase **ALL FOUR** or individually.

>>>>> [BOOK YOUR PLACE NOW](#)

Receive a 20% discount if you buy all four - that's £96 for all 4, £80 for premium members

Tues 15 Nov - Standards Check Workshop - £99 members £120 lite members

Holiday Inn Preston, The Ringway, Preston PR1 3AU

The workshop will examine the recent changes to the timings of the assessment, so you feel more confident and prepared when attending your appointment with the DVSA. Our expert trainers who are themselves ADIs will be there to help guide and support you throughout the day. Your workshop is an opportunity to meet fellow ADIs and take time for yourself to consider and improve your teaching ready for your standards check. It includes lunch and refreshments throughout the day, free parking, a resources pack and CPD certificate and it is held in a very relaxed and friendly atmosphere.

>>>>> [BOOK YOUR PLACE NOW](#)

If you register as a premium member then you will get the cheaper price for our courses - and it's only £4 a month to be a premium member with all the benefits that brings.

[Have a look at what the benefits are here.](#)

There are limited places on these courses, so to ensure that you secure your spot, please go to ADINJC Shop on the website. <https://www.adinjc.org.uk/shop/>

If you haven't registered on our website yet, you'll need to register as a lite member to complete your purchase.

For the members that haven't migrated to the new membership structure or signed up to the new website, please call **0800 8202 444**





There's not much doubt as to the most significant motoring story in the media this month. The rising price of fuel. On June 12th, just two days after my last deadline, the Mail on Sunday reported that the cost of filling up an average family car had shot past £100 for the first time - £33 more than 12 months ago and comes as energy, broadband and food bills also soar even higher. The paper went on to list ways to take the sting out of the price surge at the pumps, but you have to be canny about it. And by following a few simple driving tips you will greatly improve how far you can go on the same amount of fuel – it's also worth knowing that getting just one extra mile per gallon is equivalent to saving 3p a litre next time you fill up. Supermarkets, especially Asda and Morrisons, tend to be cheaper than specialists such as BP, Shell and Esso. The price gap has shrunk recently to 3p a litre on average, but can be 6p in some areas, AA figures show. Prices go up even more at motorway service stations, with Martin Lewis's Money Saving Expert site spotting it at 12p a litre more. Diverting off a motorway for ten minutes can save £10 on filling a tank. The website petrolprices.com is a great tool to help drivers shop around for the best price. Enter your location and how far you are willing to drive. The paper went on to talk about loyalty cards, the importance of tyres and carrying as little extra weight as possible. All obvious stuff, you might think, but there is no harm in being reminded of it.

And for the other significant story this month we need only look at the Mail of July 9th. It told how life-saving technology on smart motorways is failing to detect nearly four in ten broken-down vehicles within a time limit considered safe by road bosses. A shocking internal report found stopped vehicle detection (SVD) technology is flagging only 62 per cent of those stranded in live traffic within 20 seconds. This is the time frame deemed acceptable by the roads agency National Highways, according to the unpublished 2019 report, obtained by the Daily Mail under the Freedom of Information Act. Motoring groups said it showed the radar based SVD is "woefully inadequate" and means drivers are often "sitting ducks" when breaking down on all-lane running (ALR) smart motorways. These have their hard shoulder removed and drivers can become marooned in live traffic, risking being hit by other vehicles. Around a fifth of SVD alerts are also wrong, the study found, including flagging breakdowns on the opposite carriageway to where they actually happen. National Highways says no more than 15 per cent should be wrong. The disclosure raises fresh questions about why ministers and National Highways have pressed ahead with the roads despite such failures in a key safety feature. The report reinforces the findings of a Mail investigation last year into the 'death trap' roads that revealed a litany of safety failures putting lives at risk. Well, they would say that wouldn't they?

And there was a piece in my local regional daily, the Western Morning News of July 1st, which said that classic car insurer Footman James has commissioned a report on carbon emissions emitted by classic vehicles which makes interesting reading. Classic cars in the UK average only 1,200 miles per year (my three classics do far less than that) so it would take one 46 years to create the 26 tonnes of CO2 generated during the production of a new electric vehicle. This is because the average classic car emits 563kg of CO2 per year if it is driven for those 1,200 miles. Not only does it reveal how little harm classics do, it also demonstrates how pointless it is to electrify a classic due to the impact on the environment caused by the manufacture of a battery. Music to my ears.

And there was an amusing story in the Mail of June 20th which told how a gas engineer has been

banned from driving after his company car called 999 when he crashed while drunk. Alan McShane had been out to watch a football match when he clipped a kerb while driving home. The crash triggered the airbags which on his electric Mercedes EQC 4x4, automatically alerted the emergency services, a court heard. Michael Henderson, defending, said his client remembered hearing 'a voice, part of the safety system, saying "We've called the emergency services, are you all right?"' He didn't know what was going on. Paramedics turned up, they must have been called by the system.' Tests revealed McShane, 37, had a blood alcohol level of 110 microgrammes of alcohol per 100ml of breath – more than three times the legal limit of 35 microgrammes. He admitted drink-driving in the early hours of May 17th. Luckily no one was hurt so it was amusing.

And there was a piece in the Sunday Times of June 26th which said that Fiat is to become the first car manufacturer to stop selling conventional petrol cars in Britain, more than seven years before a ban takes effect in 2030. From July, its 112-strong dealer network will stop taking orders for petrol cars such as the Panda 4x4 and will only sell either electric or hybrid vehicles. It has already stopped selling diesels. The government will ban the sale of new petrol and diesel cars from 2030 but is in talks with the motoring industry about allowing hybrids to be sold until 2035 if they can drive in zero-emissions mode for a significant distance. Well, that's all good then.

And it's back to electric cars for our next story. This was in the Mail of July 6th and said that electric police cars are struggling to respond to crimes because the batteries keep going flat according to a police and crime commissioner. Gloucestershire Constabulary has the second largest fleet of EV cars among British forces, making up 21 per cent of its 435 vehicles. But officers in the rural county have experienced issues finding charging facilities and the cars have often 'run out of puff,' Chris Nelson admitted. The commissioner told a police and crime panel that he was concerned about the operational impact the vehicles were having on the force. "The design options available for electric vehicles for operational uses are not perhaps as advanced as I would like them to be," he added. He acknowledged that all police forces should move forward using electric vehicles, but said he was "cautious about going any further down that road at this stage". Mr Nelson, a retired Royal Artillery colonel who was elected last year, said: "If an officer is out in a rural area on a road traffic accident and his lights are on, his radio is on, his heater is on, I wouldn't want him to run out of power for all those different facilities, simply because he or she is in an electric car. I agree. Rather worrying, is it not?"

And there was a piece in the Mirror of June 24th which told how a lottery millionaire says one of the first things he will buy with his surprise fortune is driving lessons. Calum Forrington can't wait to get behind the wheel after winning £1million on June 17's EuroMillions UK Millionaire Maker draw. The 37-year-old realised he had won on Saturday morning. He said of the moment he told wife Kayleigh, 35: "We both completely freaked out and I had to go outside to get some air. I'm looking forward to learning how to drive and buying us both new cars." All together now 'Ahhhhh.....'

And there was a story in the Mail of July 2nd entitled 'Slowhand Clapton is fined for speeding in his Porsche'. It said that he is one of the most famous musicians on the planet. But maybe the officers who pulled Eric Clapton over weren't fans of legendary guitarists. Sussex Police charged the 77-year-old with failing to provide information about his identity when he was stopped in his Porsche. But the charge was later withdrawn with no further details given. Clapton was, however, handed three penalty points on his licence after pleading guilty to a separate speeding offence at Brighton Magistrates' Court. He received a ticket in the post not long after he was caught driving



at more than 60mph on the A24 in West Grinstead, West Sussex, on October 28th last year. The musician – who is estimated to have a £190million fortune – was also fined £146 and ordered to pay a £34 victim surcharge and £90 in court costs. Well, there we all are then.

And there was an interesting piece in the summer edition of Roadsmart. The magazine for members of the Institute of Advanced Motorists. It said that government proposed changes to the Highway Code will give occupants sitting behind the wheel of driverless cars the freedom to watch television in certain circumstances. The updated Highway Code regulation will clarify that drivers must always be ready to resume complete control when prompted by the car, such as approaching a motorway exit. Current drink-drive legislation will remain in place. It will still be illegal to use a mobile phone or connected device that isn't hands-free. Plans are in place to permit autonomous vehicles on roads in 2022. The revised Highway Code (did you hear Brenda from Bristol say 'not another one')? will be implemented this summer followed by a completely new regulatory framework in 2025. Commenting on the changes, Transport Minister Trudy Harrison said: "This is a major milestone in our introduction of self-driving vehicles, which will revolutionise the way we travel. This exciting technology is developing at pace, and we're ensuring that we have strong foundations in place when it takes to our roads." Well that's all good isn't it?

And stop the press! Grant Shapps has just announced he is throwing his hat into the ring to become our new Prime Minister. Apparently, before he entered politics, he sold photocopiers. What more could we want?

And finally,
I've just bought a book called The Autumn. When I opened it, all the leaves fell out.
(The old ones are the best),
What do you get if you throw a piano down a mineshaft? A flat miner.

Adrian

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On their website, featured recently:

- New road safety investigations - Government launches new body
[click here to read](#)
- Shocking EV charging rises - The price of charging EVs rises alongside petrol and diesel
[click here to read](#)



We're always here for you

Reach out to us on the following telephone numbers:

Peter our friendly treasurer can be reached on our usual ADINJC helpline - **0800 8202 444**. He loves to hear from you so please don't be a stranger where he's concerned!

Sue our Secretary's number is **07855 453414**

HMRC Helpline: **0800 0159 559**

Citizens Advice Bureau - <https://www.citizensadvice.org.uk/health/coronavirus-what-it-means-for-you/>

Samaritans helpline - call free on **116 123**

ADINJC Talk Line

As we've all made the much anticipated return to work, whatever happens as we continue to make our way through this, please don't struggle on your own. We are aware at NJC as driving instructors and trainers ourselves that with long waiting lists and demands from clients that are challenging this is still a stressful time. If you do find yourself worrying or being in isolation for example, we have lovely volunteers to talk to at the NJC talk line. Please do feel free to get straight in touch with us and we will put you in contact with these wonderful people who have offered to be available in case anyone needs them. As you'd expect, all calls will be treated in the strictest of confidence.

Call or email Sue Duncan: **07855 453414** secretary@adinjc.org.uk

Can't emphasise the talk line enough, it's there for you as are we.

ADINJC Business Support Line

Our Business Support Line is still very much open to anyone who feels they need help. If you're an ADI, PDI, franchisee or independent instructor and need some business ears to really listen to you, please do not hesitate to call Matt Stone our Deputy Chair on **07900 225502** or Stewart Lochrie our Scottish Ambassador on **07791 559318**



A GUIDE TO ADINJC

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Public Liability Driving Tuition

Why is Public Liability cover so important?

Because we all make mistakes in life, including in our business operations as a driving instructor. Quite simply, if a member of the public (or any other third party) is injured or suffers damage to their property, arising out of the conduct of your business as a driving instructor, you could be held responsible.

The ADINJC Public Liability insurance, is designed to provide protection from claims against you by third parties who may have suffered personal injury or damage to their property, during contact with your driving school. Most motor policies provide you with a compulsory £20 Million Public Liability cover for accidents and injuries that occur as a consequence of having an accident. The ADINJC believes it's important to ensure you also have sufficient cover away from the vehicle, and have therefore arranged for its paid up members to benefit from £10 Million Public Liability cover away from the vehicle. The policy also has a low policy excess of just £500 for each and every claim. The ADINJC policy provides £10 Million cover for each and every claim during the life of the policy.

A range of claims can arise. These can extend from accidents at your own business premises, to incidents that occur whilst providing advice or tuition whilst working away from your vehicle.

Increasingly, it is a requirement of many customers, principals, and clients (particularly local authorities and government agencies), that you be asked to present proof of Public Liability insurance before they will work with you, or allow you to work on their property or premises.

Compensation arising from Public Liability claims can be substantial, and may include loss of earnings, future loss of earnings and damages awarded to the claimant. In addition, considerable legal costs in defending the claim can be incurred, and the claimants' legal costs may also be awarded against you if you are found to be at fault. All would be covered under a comprehensive Public Liability policy

Claims for trips, slips and falls are the most common, but there are other events that can lead to a claim against you. The following are examples of potential claims that can give rise to public liability claims against your driving school:

- you open your door for a pupil who you inadvertently trip over, causing an injury;
- you spill a hot drink in a classroom and a pupil slips over on this, causing an injury;
- a pupil falls over some cones you have positioned to practice parking, causing an injury;
- you knock over a valuable antique whilst waiting for a pupil at their home;



This is my third article which relates to the start of a journey to become a coach.

Carl Rogers, an American Psychologist, and one of the founders of a humanistic approach to coaching, better known now as a client centred approach, talked about 'a way of being'.

If we are to translate this way of being into being a coach, let's take a further look at what is needed to form a good coaching relationship. The relationship between the coach and the coachee is fundamental but there can be barriers in forming that relationship - one of them is the coachee must want to change. To help enable the coachee to change, the coach must be authentic in their conversations with the coachee and have an unconditional positive regard for the coachee. In addition, the coach must demonstrate empathy - being able to walk in the coachee's shoes is a good analogy. Having a clear process managed by the coach helps the coaching sessions progress. We will look at the famous GROW model in later articles as a process in coaching conversations. The coach must have a set of coaching-related skills and have principles that create choice. The coaching process is what drives the dialogue between the coach and the coachee, giving the coachee a voice to express themselves in a safe environment. Some ideal attributes for you to consider as a coach are being humble, having confidence but not showing arrogance, caring for others, respect, integrity and holding that fundamental belief in your coachees, as this will transfer onto them and reinforce the coaching relationship.

Your relationship should have reciprocity that will benefit you, the coach, as well as help grow your skills and encourage reflection by both parties. Here are some tips for you on keeping a coaching journal to aid your reflection.

- Make a note of your thoughts and feelings prior to your coaching and then do it again just after you have finished the conversation.
- What did you learn?
- What would you do differently?

This journal should be confidential, but you can make a note of the date, the purpose of the coaching session and, as above, your personal reflections.

At this stage if you are making use of the suggestions, I made in the first article you will be taking steps to creating a way of being as a coach.

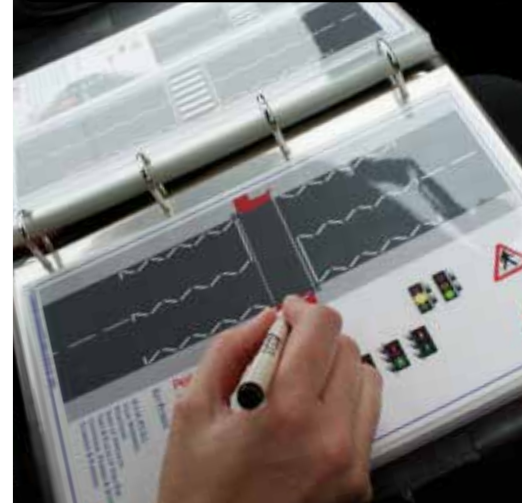
Please let me know how your journey is developing as a coach, I welcome your comments.

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The dangers of hitting a pothole

New research reveals that learner drivers may be unaware of the dangers of hitting a pothole

New research reveals that learner drivers may be unaware of the dangers of hitting a pothole, with almost half willing to keep driving after hitting one

- A new survey from our member group RED Driving School highlights concerns over potholes and how they could impact learners on their driving test.
- Whilst over half (60%) of learner drivers are fearful of the impact of hitting a pothole, almost half (44%) of learner drivers would not consider stopping their car after hitting a pothole
- Test routes are splattered with potholes throughout the UK, with nearly two thirds of respondents (64%) claiming they encounter one or more potholes on their test routes
- In response, RED, Michelin and Kwik Fit have teamed up to provide guidance on best pothole practice to ensure learners know how best to deal with them

30th May 2022:

Research from RED Driving School, National Driving School of the Year, has revealed the concerns of learner and newly qualified drivers when it comes to potholes – a hazardous aspect of driving which is not specifically tested against in the UK driving test or mentioned in any DVSA publication at present.



In the survey which asked over 1,000 learner drivers about their sentiment towards potholes and road safety, nearly two thirds (60%) of respondents claimed that they would be scared about how a pothole would impact their vehicle.

Although the majority of the UK's learner drivers are fearful about potholes, almost half (44%) of learner drivers admitted that they wouldn't consider stopping to perform any checks on their vehicle immediately after hitting a pothole. While some (32%) resolved that they would perform checks on arrival of their planned destination, a small portion of respondents (4%) said they would completely ignore the fact that they had hit a pothole, demonstrating a lack of awareness of the potential severity of hitting a pothole.

In response to these findings, RED, Kwik Fit and Michelin are teaming up to educate the learner drivers of our country on best practice to ensure optimal safety as well as becoming more mindful when it comes to tyre and car maintenance.

While potholes aren't specifically acknowledged within any DVSA publication, RED Driving School instructors teach learners about the dangers of potholes during skills lessons in the learning process, alongside other topics such as road positioning, dealing with obstructions, anticipation and planning.

Ian Fido, Head of Training at RED Driving School states: "In all cases of road obstructions– and certainly while in a test environment –we suggest following the MSPSL routine: checking Mirrors, Signal if required, Position the car early, Slow down and Look to negotiate the problem, to return safely to a normal road position as soon as practically possible.

"As a learner approaches test standard, the discussions would include what to do should they encounter a road with potholes on their driving test. If you spot a pothole on a test, steer around it, as long as it doesn't cause a risk to another road user. If it is too risky to steer around the pothole, adjust your speed and drive over the pothole as slowly as possible, reducing the risk of damage to your car and tyres.

If you are not able to avoid driving through the pothole, I would recommend finding a safe place to stop as soon as possible after the event, informing the examiner that you need to make a quick vehicle check. At this point, you should get out and inspect tyres and wheels for signs of obvious damage and if you believe it is unsafe to continue based on these checks, advise the examiner of your thought process. At this point, the examiner would offer advice or either continue or abandon the test depending on their safety call."

While the Asphalt Industry Alliance stated an increase in potholes being filled by councils in 2021, resulting in 1.7 million potholes being addressed across England and Wales, their presence on local roads are still a reality for learner drivers; nearly two thirds (64%) of respondents claimed that there are one or more potholes on their driving test route.

Seb Goldin, CEO of RED Driving School comments: *"The findings of this survey demonstrate an appetite for a learning curriculum which encompasses more about tyre pressure and damage, so that learner drivers can know what to look out for should there be an incident while independently driving. Including an aspect on the test which requires the learner driver to prove they are able to set and test tyre pressures would encourage better education and we believe the DVSA should make this adaption to the current test."*

Hitting a pothole can cause damage to a tyre that results in inflation pressure loss. This pressure loss might be slow and progressive but could be sudden if the impact is severe enough. The same survey also revealed a lack of knowledge when it comes to tyre pressure checking, with two thirds (66%) of learner drivers never having performed a check themselves, and nearly half of this demographic (26%) admitting that they simply do not have the knowledge to perform this check themselves.

The dangers of hitting a pothole

Brian Porteous, Michelin Technical Manager commented: "Tyres are designed to be robust, but driving through potholes, even slowly, can cause abrasion and deep scoring to the sidewalls if they are forced against sharp, jagged stones."

More severe impacts can cause internal damage to the tyre structure that propagates over time. Setting tyre inflation pressures correctly helps the tyre resist damage and regular checking can help detect early signs of internal damage, too. Setting correct tyre pressures is important not only for a car's braking performance, handling and fuel consumption, but over-inflated tyres are more vulnerable to shock impact damage and underinflated tyres crush and distort more easily."

Roger Griggs, communications director at Kwik Fit, says: "Potholes present both a safety risk and a financial cost to drivers through the damage they can cause. Unfortunately, our research has shown that the total cost of potholes to the nation's drivers is rising each year, partly due to the country's deteriorating road surfaces. Any driver who has hit a pothole and suspects they may have suffered damage but are unsure what to look for can take their car to any Kwik Fit centre across the UK where our expert technicians will check for damage."

Advising the UK's drivers on best practice to reacting to potholes, Michelin and Kwik Fit have created a guide on what to do following pothole impact.

Status Advice

Pothole impact. Check the feel of the car, listen and be sensitive to any noticeable changes when driving, particularly if the level of impact was high. Does the car pull to the left or right- perhaps under braking, if the steering becomes heavy, or if there is any vibration or noise? If changes are apparent, think about which wheel may have been damaged and if it was the inside or outside sidewall. Then as soon as possible find a safe place to pull over and visually check the tyre and wheel rim condition.



Tyre deformation (e.g. distortions/ bulges) or significant cuts or scratching to tyre side wall.

Do not drive on a tyre which is deformed or you suspect might be damaged internally, even if it is holding pressure. Replace the tyre with a spare, or call Recovery. Deflate the suspected damaged tyre when it is removed from the car so that it is safe to carry. A thorough internal and external examination is recommended by a tyre professional. Any damage to the wheel rim should also be inspected.

Tyre puncture due to pothole damage. Replace with spare wheel if present. Use of tyre sealant products is not recommended for tyre side wall damage. Call Recovery if no spare wheel.



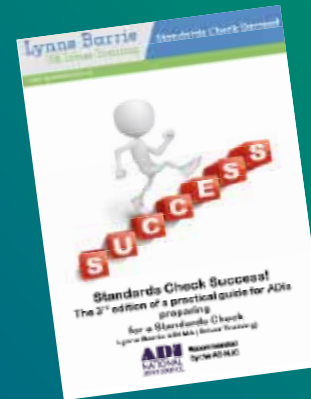
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DRIVING INSTRUCTOR INSURANCE EXPLAINED

Our guide walks you through the main features of driving instructor insurance and explains how you can keep your premium down with driving instructor insurance discounts. Get the advice to help protect your business.

What is the difference to standard car insurance?

A standard private motor car insurance policy will cover you for social, domestic and personal use. Some policies also include cover for you to commute to and from a permanent place of work. So, if you drive the car to the same office every day, you will still be insured.

However, as a driving instructor you'll require business use for the driving test and tuition purposes. It is often more expensive than a standard private motor insurance, but it is extremely important to get the right cover to meet the demands and needs of a driving instructor.

Why is it more expensive?

Driving instructor car insurance is typically more expensive than standard private motor insurance cover. This is because a driving instructor requires a number of additional covers not included as standard a part of a private motor insurance policy. These can include cover for:

- Any driver
- A replacement dual control car
- Negligent tuition cover
- Driving off road for drivers aged 14+
- Cover for hire and reward
- Cover for the examiner to drive your car
- Cover for modified vehicle (dual controls, sign written, disabled equipment, dual speedo)



For more information or to discuss your cover requirements contact our team on:

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DRIVING INSTRUCTOR INSURANCE EXPLAINED

Driving Instructor Insurance - features explained

Any Driver Cover - It is essential for your policy to be issued on an any driver basis; this allows you to teach any licensed driver on the road irrespective of previous driving experience or other risk factors. This also allows the examiner to drive if required, as you will not be able to provide his or her details to your insurer prior to your pupil taking their test.

Replacement Dual Control Vehicle Cover - As a business car insurance policy it is important to ensure you get the correct replacement vehicle suitable for your needs. Most standard car insurance products will only offer you a non-dual controlled car in the event of a non-fault incident meaning you're unable to continue working. Many specialist driving instructor insurance providers will provide you with a dual controlled vehicle in the event of a claim. You should try to find a provider who will supply you with a guaranteed dual control replacement car within 24 hours to enable you continue teaching and sit any pre-booked driving tests. You should also consider how long you may need this vehicle for many providers will only supply a vehicle for a limited period try to find a provider who offers unlimited cover.

Negligent Tuition Cover - This cover extends you're driving instructor insurance policy to insure you and any driving instructor engaged by you to whom you have provided a vehicle which is insured under your policy, for your/their legal liability to pupils whilst driving instruction is being provided.

Driving Off Road Driver Aged 14+ - Some driving instructor insurance policies provide extended cover to allow you to teach pupils off road who are aged 14 or over. This cover is only provided where it can be evidenced that the land you're using the vehicle on does not form part of

the Road Traffic Act 1988. "Restricted byway" means a way over which the public have restricted byway rights within the meaning of Part II of the Countryside and Rights of Way Act 2000, with or without a right to drive animals of any description along the way, but no other rights of way.

Cover for Hire & Reward - As a driving instructor you will be collecting money for giving lessons whilst carrying your client in the vehicle this requires hire and reward to be included within your policy for the purpose of driving tuition and test. Standard private motor policies will not include this type of cover.

- Dual controls
- Additional speedo
- Additional mirrors
- Sign writing
- Disabled driving equipment

Modified Vehicle Cover - As a driving instructor you will have a number of additional features added to your vehicle these can include:

- Dual controls
- Additional speedo
- Additional mirrors
- Sign writing
- Disabled driving equipment

Most standard car insurance policies will class these as modifications and will therefore not be able to provide cover. It is important to mention these to your insurance provider so that they then can note these on your policy and provide cover suitable for your needs.

Driving Instructor Insurance discounts

Motorists usually pay more for driving instructor car insurance so it is important to try to keep costs down. One way to save money is to compare quotes from a number of different insurers - and it's easy with Towergate. We provide access to a panel of driving instructor car insurance companies and Lloyds Syndicates.

You can help to keep your driving instructor's car insurance premiums down by choosing a low group car, adding additional security or keeping your vehicle garaged over-night.

Insurance companies reward careful claim free drivers with lower premiums, so try not to claim unless the damage is serious. You can then build up a no claims discount and potentially cut the cost of cover by as much as 65%. No driving instructor wants to pay over the odds for business car insurance but it is also important to remember that the cheapest policy is not always the best. You might, for example, want to pay a little bit extra for more extensive cover. This could save you money in the long run, for example it could provide you with a replacement vehicle for a longer period keeping your business on the road.

For more information or to discuss your cover requirements contact our team on:

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Young Driver Focus 2022 report

The Young Driver Focus 2022 Report has now been published. This captures all the key moments from last month's conference, which had an excellent line up of speakers.

To catch up on what's going on in the young driver road safety world just [click here!](#)

Congratulations to our member group in Aberdeen

ADDSA hits 100 members!!

We are so pleased to announce that we now have 100 independent members which is a fantastic achievement since the association was formed in 1971.

Fitting tribute to Plymouth ADI

Our member group in Plymouth said goodbye to one of their own recently. Roger Jewell was one of Plymouth's longest serving ADIs, having been teaching since he left the Royal Tank Regiment in the 1970s. He was much loved by students and colleagues alike, served on the group's committee, and also dedicated himself to the wider road safety community and was Chairman of the local IAM group for 30 years. Always happy to share his vast wealth of knowledge, he will be sadly missed. Members of the APDI followed the hearse in convoy, and ADI ex Royal Marine bandsman Richard Tilley sounded The Last Post. A fitting tribute to a lovely guy.

Inverness Training Day

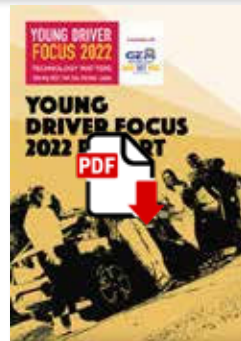


Calling all budding writers out there. Would you like to write for ADINJC in 2022? Perhaps you'd just like to see your name in digital ink? Please do send us in articles and indeed anything of interest. We welcome your views and ideas and as editor, I look forward to hearing from you. Email studio@ideas4adis.co.uk

This month as every month, thank you to everyone who contributes and helps ADINJC, most especially our magnificent Sponsors.

And Finally - a quote...

"The best way to cheer yourself up is to try to cheer somebody else up."
- Mark Twain



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Learner Driver Insurance



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- Named Young Driver Insurance on the family car
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