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## Members News:

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*Views expressed in this newsletter are those of the individual authors and do not necessarily reflect those of ADINJC. Although we do not endorse any of the products or services promoted in the monthly newsletter, we do take care to ensure that products in the field of health and/or safety, have independent validation of the company's claims for its product(s) to ensure representation of sound and honest propositions to our members.*

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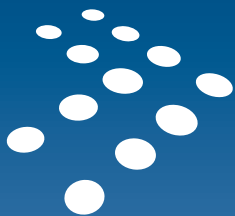
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## Intelligent Instructor Awards 2023

In association with

**AcciDON'T**  
Driving School

### *The search for the UK's best driving instructor is underway*

The Intelligent Instructor Awards 2023 in association with AcciDON'T Driving School has officially launched with the search to find the very best instructors, driving schools and suppliers within the industry now underway.

The Intelligent Instructor Awards, established in 2019, recognise excellence within the driver training industry, rewarding key industry suppliers, both regional and national driving schools, as well as individual driving instructors from right across the country.

There are 13 different award categories, including three new categories such as Community Champion of the Year and Eco Driving School/Instructor of the Year.

Nominations and entries are now being encouraged. Entry is free and full details on how to enter can be found at [www.intelligentinstructor.co.uk/awards](http://www.intelligentinstructor.co.uk/awards) including the judging criteria and entry forms. We are also delighted to welcome our new headline sponsor, AcciDON'T Driving School, the largest MoD driving training provider, who currently teach over 5,000 students each year for the Army, Navy and RAF.

Simon Johnston, Managing Director at AcciDON'T Driving School, said: "We are delighted to be supporting the Intelligent Instructor Awards this year. There is so much great work which goes on in the driver training industry, which often goes unnoticed. We are proud to support these awards to help give back to the hard-working instructors and the industry suppliers too."

### **Intelligent Instructor Awards 2023 Categories**

1. Driving Instructor Insurer of the Year
2. Product of the Year
3. Training Provider of the Year (new)
4. Professional Support Provider of the Year
5. Car Supplier of the Year
6. Driving Instructor Car of the Year
7. Local Driving Instructor Association of the Year
8. Community Champion of the Year (new)
9. Eco Driving School/Instructor of the Year (new)
10. Regional Driving School of the Year
11. National Driving School of the Year
12. Driving Instructor of the Year \* (11 regional awards, one overall winner)
13. Services to the Driver Training Industry Award



The Driving Instructor of the Year nominations will come directly from learners. Intelligent Instructor's parent brand, FirstCar, will reach out to its learner audience to encourage nominations via an online nomination form, whilst instructors can also encourage their own pupils to do the same by sharing this link

<https://www.surveymonkey.co.uk/r/iiawards2023>

11 Regional Driving Instructor of the Year winners will be selected by the judging panel with one being crowned the Intelligent Instructor Driving Instructor of the Year 2023!

After the nomination period closes 2nd December, the shortlist will be announced shortly afterwards, at which point voting will commence. Driving instructors will be encouraged to cast their votes, whilst the independent awards judging panel will also do the same. Those entries who achieve the highest combined ranking from our two voting methods, will be judged the winners in the respective categories.

Winners will be announced at the Intelligent Instructor Awards ceremony which will be filmed and broadcast on YouTube, as well as simultaneously promoted across Intelligent Instructor's digital channels – [intelligentinstructor.co.uk](http://intelligentinstructor.co.uk), social media, emailed to 8,000 Intelligent Instructor database.

#### Key dates

- 2 November 2022 - Awards nominations open
- 2 December 2022 - Awards entry deadline
- w/c 13 December 2022 - Shortlist announced and public voting commences
- 21 January 2023 - Voting closes
- 12 February 2023 - Winners announced

For more details visit [www.intelligentinstructor.co.uk/awards](http://www.intelligentinstructor.co.uk/awards)

or email [awards@intelligentinstructor.co.uk](mailto:awards@intelligentinstructor.co.uk)

## All change at DfT



Department  
for Transport



#### *The Rt Hon Mark Harper MP*

Mark Harper was appointed Secretary of State for Transport on 25 October 2022.

Previously, he served as Chief Whip, Minister for Political and Constitutional Reform, Minister for Immigration and as Minister for Disabled People.

He was elected Conservative MP for the Forest of Dean in May 2005.

#### *Richard Holden MP*

Richard Holden has responsibility for:

- roads and motoring, including DVLA, DVSA, VCA
- regions and devolution
- local transport, including buses, taxis, light rail

Richard Holden was appointed Parliamentary Under Secretary of State at the Department for Transport on 28 October 2022. He was elected as the MP for North West Durham in 2019.





## *DVSA - 'Ready to Pass?' campaign achieving positive results*

Thank you to those of you who responded to our recent driving instructor survey. The survey was to hear from you about the changing demands and challenges you are facing.

We are still busy analysing the results, but we wanted to share some of the top-line results and your thoughts about the 'Ready to Pass?' campaign resources with you.

- 72.5% of you are aware of the 'Ready to Pass?' campaign
- 45% of you who are aware of the campaign have shared its resources with your pupils when they're close to taking their test, and 28% shared them with all your pupils
- 85% of ADIs who have used the campaign resources said they are useful
- 49.5% of you who used our new mock test guidance said it helped you to encourage your pupils who were not ready to postpone their test.

These are really promising results and we want to work with you to share these messages with as many learners as possible.

The full results of this survey will be published in the coming weeks, we will let you know when that happens.

---

## *How we are creating social media content to grab learner drivers' attention*

Like most people, learner drivers lead busy lives and juggle learning to drive with many other things. This means we are competing for their attention on social media alongside any number of other interests they have.

In her latest blog post, Abigail Britten (Head of Recovery Communications) talks about how the 'Ready to Pass?' campaign has been meeting the challenge of creating social media content that will grab the attention of learner drivers.

This is important to help make sure that learners see our messages and act on them. You can also help us with this by sharing your ideas for new social media content in the comments of the blog.

We have also added more content to Ready to Pass? toolkit for you to use to help promote the 'Ready to Pass?' campaign to your pupils. It includes videos, images and GIFs that you can use on your website and social media channels.

[Read Abigail's blog post on Despatch](#)



Driver & Vehicle  
Standards  
Agency



**READY  
TO  
PASS?**



## Helping parents understand the learning to drive process

We've published brand new guidance targeted at parents of learner drivers on how to 'Supervise a learner driver' during private practice.

### What's in the guidance

The guidance includes:

- the eligibility criteria of supervising a learner
- checking if their car is suitable
- when to start private practice
- how to plan practice sessions
- rules to follow during private practice

[Read the full guidance on GOV.UK](#)

In our latest blog Amanda Lane, Head of Driver Testing and Training Policy, explains why we are developing content and messages for parents, updates you on our plans in the coming months and how you can help us to share these messages.

[Read Amanda's blog post on Despatch](#)

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## Fake copies of The Highway Code are being sold

The Driver and Vehicle Standards Agency (DVSA) is currently investigating and taking action against unscrupulous sellers of a fake version of The Highway Code.

The errors in the fake versions could potentially put road users at risk of breaking the law or, even worse, having an accident. As well as this, it could cause failure in both theory and practical tests.

The selling of counterfeit books containing unlicensed intellectual property breaks copyright laws.

### How to spot a fake

The easiest way to decide whether you have an official copy of The Highway Code or a fake version, is to look for these key differences:

Compare the bar code numbers; the official copy has an ISBN number above its barcode.

On the fake version, the logos on the front cover of the book are slightly pixelated.

The official version of The Highway Code has a matte cover, the fake version has a glossy cover.

If your pupils think they have been sold a counterfeit copy, they should contact their [local trading standards office](#) or contact DVSA at [crowncopyright@dvsa.gov.uk](mailto:crowncopyright@dvsa.gov.uk).

### Let your pupils know

Please let your pupils know that fake versions are being sold online and make them aware of how to spot the differences. To make sure your pupils get an official copy of The Highway Code they can buy one from our official publisher at [Safe Driving for Life](#)

They can also view an up-to-date version of The Highway Code for [free on GOV.UK](#)



>>>



## *Publishing driving test data and the how far in advance you can book a test*

From 9 November we will start to publish additional driving test data to update on the effectiveness of our measures to reduce car driving test waiting times.

As a result, we plan to send you monthly updates on the effectiveness of our measures to reduce car driving test waiting times.

DfT will publish national monthly car test driving data until driving test waiting times return to less than 6 weeks. This data will include:

- number of driving tests carried out
- number of car driving test passes
- percentage of passes
- number of car driving tests booked

The first data we'll publish will cover April to October 2022. Then from the second week in December, this data will be published on a monthly basis.

## **Changes to the booking window**

The current national average car driving test waiting time is 15.0 weeks. This has increased slightly because we needed to reschedule a significant number of driving tests on 19 September due to the funeral of HM Queen Elizabeth II.

We know some of you are frustrated about not being able to book driving tests at test centres with waiting times of 24 weeks. You have told us that you and your pupils are having to regularly check the booking service for tests, and you would like us to open the booking window beyond 24 weeks.

We have explored this option and we want to explain why we will not be opening tests beyond 24 weeks.

Our data shows that nationally there are many more available tests in the booking service and around a third of driving test centres now have waiting times of 9 weeks or less.

The number of driving test centres with a waiting time of 24 weeks has reduced from over 100 centres at its highest to 55. We are also continuing to do everything we can to make more tests available at test centres with a 24 week waiting time. This includes:

- local test centre managers carrying out 2 days of testing each week
- recruiting more driving examiners in these areas
- deploying driving examiners to areas where the demand is highest
- introducing a text messaging service to remind candidates about their test, which has reduced the number of candidates who fail to attend for their test by a third; we plan to promote these messages where we have the highest fail to attend rates
- doing more to encourage your pupils in these areas to only take their tests when they are ready as part of the 'Ready to Pass?' campaign and at driving test centre open days – we'll be blogging about the success of these in the coming weeks.

When we have reduced the number of driving test centres with waiting times of 24 weeks, we will gradually reduce the booking window and go back to an 18-week booking window. This is because:

- planning resources 6 months or more in advance is challenging for any organisation - we want to make sure we have the driving examiners needed to carry out these tests and we build in a certain level of flexibility across the service so we can cover tests as and when required
  - when booking a test, most of your pupils want an appointment within the next 6 weeks. As waiting times reduce, it's unlikely they will want to book a test 24 weeks or more away
  - as waiting times reduce, we intend to change the focus of the 'Ready to Pass?' campaign to being 'Ready for your Test?' at the point that a learner driver books their test.
- 

### *5 things you can do to support your pupils and their parents with private practice*

Earlier this year we launched the 'Ready to Pass?' campaign to improve learners' and their parents' understanding of what it means to be test ready and how they can assess their readiness.

As part of our campaign research, 71% of parents agreed more information is needed on the knowledge, skills, and practice needed to be a good driver. So, we've published a new [supervising learner drivers guide on GOV.UK](#) which offers guidance and advice to parents who decide to take their learner out for private practice.

As many you know, learners who have a combination of professional driving lesson and private practice are 1.5 times more likely to pass their driving test than those have no private practice.

So, we are asking you to do these 5 things to help support your pupils and their parents with private practice:

Proactively encourage and promote the benefits of private practice and observing a lesson to your pupils and their parents. Encourage the parents of your pupils to read the new supervising learner driver guide on GOV.UK. Invite parents to observe a lesson before starting private practice when you feel that your pupil is at an advanced level to take on an additional passenger without it affecting their ability to drive safely. Advise parents when their son or daughter is ready to drive under their supervision and help them to plan a practice session explain to your pupils and their parents how they can record their private practice using the [record of pupil's progress sheet on GOV.UK](#).

#### **Keep a record of this professional development**

And remember, reading [Amanda Lane's blog post](#) about 'How we plan to improve parents understanding of the learning to drive process' and the new supervising learner driver guide counts as [continuing professional development](#). So, keep a record of what you do.

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### *DVSA Online Webchat/ Chatbot*

Can you please help DVSA with service improvement by completing a very short survey.

This form is to get your feedback about a webchat facility and chat bot functionality to increase the support you get online.

You can do the survey [here](#).



*This excellent petition has now achieved over 10,000 signatures - but more would be better!*

Some good coverage of the campaign has been achieved by working with instructors to get their first hand accounts, such as [this example](#).

If you would be happy to do the same please email Damian Summers of Impression on [damian.summers@impression.co.uk](mailto:damian.summers@impression.co.uk). He'll be delighted to hear from you!

Abuse and intimidation on the road towards learner drivers is still widespread. A shocking 81% of learners have experienced abuse or intimidation from other road users, which leads to 72% of learners making mistakes. Marmalade Insurance have made it their mission to put a stop to this, and they need your help!



### *Help make a difference!*

Marmalade Insurance are asking the Government to do more to prevent on-road bullying of learners by introducing measures to impose stronger sentences on drivers who drive carelessly or dangerously around learner drivers.

They'll also be raising awareness amongst all road users, providing guidance to learners on how to deal with on-road abuse, and sharing resources on how road users can curb their road rage. Read more about their campaign [here](#).

What other learner drivers say...

- I've had drivers get out the car and shout, or wind down their windows and call me useless.
- Drivers make you feel as if you're wrong when you follow the rules and they break them.
- I got verbal abuse and rude hand gestures... and stalled the car.
- The road is a scary place! I don't drive anymore because of the other people on the road!
- Beeping at me isn't going to make me recover from stalling any quicker!

The dedicated team at Marmalade is at the end of the line to answer all your enquiries and to signpost you to Marmalade products.

Call them on **0333 323 2615** or if you prefer, you can email them at [info@marmaladenetwork.co.uk](mailto:info@marmaladenetwork.co.uk)

## 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](http://www.driving-school-insurance.com)**

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## ***"Cars vs bikes" – Panorama documentary highlights age-old problem***

The subject of conflict between drivers and cyclists – and the dangers this causes – is one all road safety practitioners are well versed in.

After all, for years it has formed the basis of many campaigns, often centred around the idea of respect and sharing the road.

[\*Click here to read full story\*](#)

## ***Infographics to help young riders stay safe this winter***

A series of four winter infographics, which highlight several key seasonal issues impacting young riders, will be shared on social media over the coming weeks.

[\*Click here for more information\*](#)

## ***PACTS to take forward e-scooter research with investigation into casualty data***

A new project will investigate the extent to which e-scooter casualties are under-reported and consider ways to improve accuracy.

[\*Click here to read full story\*](#)

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





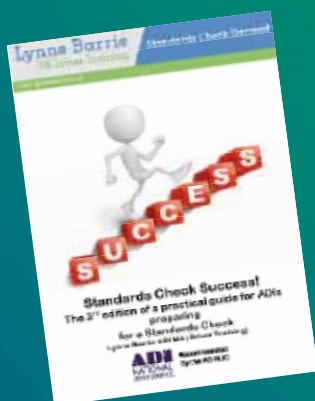
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# Bridging the Gap

Tom Stenson - Worcestershire Driver Training



"Bridging the gap" is a phrase I use a lot when training instructors and a teaching strategy I use in my own lessons. This refers to letting the pupil express their knowledge of a given topic and use it as a starting point to "bridge" to a higher or more complex skill. Role 6 unit 2 of the national standards (NDRTS) states "This unit uses a 'client-centred' learning approach. It is about maximising learning by taking into account the status, prior experience and particular needs of the learner". It's the prior experience which I use to bridge the gap – after all, how can we assess progress during a lesson if we don't give the pupil an opportunity to express what they know already?

When I first trained as an ADI, my training was based around the PSTs, pre-set tests. For those of you who don't know, the previous style of part 3 exam was conducted with an examiner role playing. Most PSTs involved the instructor giving a briefing for a set time to demonstrate to the examiner the instructor's knowledge on the subjects. When these briefings were delivered in real lessons, they did not take into account the pupil's prior experience, it was just a way of dumping the information in one go. This style of information delivery is, unfortunately, still used today.

Bridging can be an excellent teaching method to show pupils you understand they have some previous knowledge which they can bring to a lesson, rather than being "lectured" on a topic which you assume they have no knowledge of. For other pupils, bridging can help moving towards new topics less scary, as they discuss for themselves what experience they already have to help them achieve the task.

## Here are some examples of bridging the gap:

Cockpit drill – Instead of telling the pupil all about the DSSSM and boring them senseless, use every opportunity to ask them a question. Before swapping seats with the pupil, I will ask "Before exiting the car, what might you need to consider?". Nearly every time I've asked this question, I've been given the correct answer, "If it's safe to open the door". Once we have swapped seats, open up a discussion: "What things have you seen other drivers do when they get into a car?". More often than not, the pupil will tell me most elements of how to set themselves up in the car. If there is anything missing, I can now bridge the gap by filling in what they don't know.

When reversing – I would avoid talking through the made up six-point check (if you've read my previous article, you will know I'm not a fan) and instead ask the pupil: "How will you know it's safe to reverse?". Most pupils would be able to suggest checking their mirrors, and this can be used to bridge the gap to talking about blind spots.

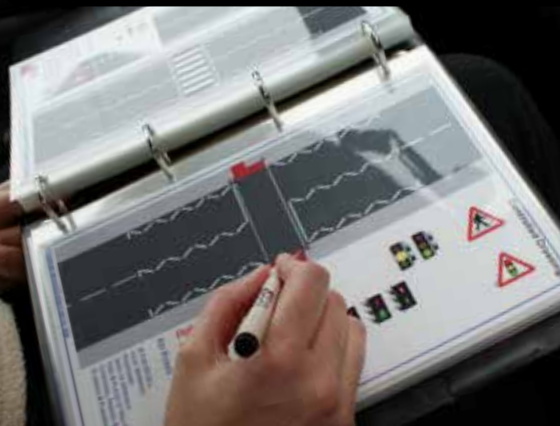
Reversing into a bay – Every pupil I've taught has seen someone reverse into a parking bay at some point in their life. As long as the instructor manages the risk, giving the pupil the opportunity to have a go at getting into a bay can be very rewarding. We can find out how much the pupil can do, and many pupils will be pleasantly surprised at how much they know or be pleased to be granted the independence to "just give it a go". I would usually set this up by giving the pupil a goal to reverse into any empty bay of their choice from a range of options. They should aim to finish in the bay even if they must shunt back and forth to succeed – a little of trial and error can be an engaging way of getting pupils to progress their skills by problem solving rather than "spoon-feeding".

The examples above relate to quite specific instances where I would use bridging in questioning. However, as I mentioned above, bridging the gap can also be done when practicing subjects. If the pupil can cover all aspects of the MSPSGL routine when turning left into a minor road, bridging the gap to turning left at a roundabout shouldn't be that difficult. A pupil might initially be concerned at the jump to taking on a roundabout, but the idea may seem a lot less intimidating once they have broken down the process into little skills they are already familiar with. After turning left at a roundabout has been mastered, bridging the gap to follow the road ahead at a roundabout shouldn't take too much either. This is often referred to as moving from the known to the unknown. They know how to turn left into a junction, but they have never turned left at a roundabout.

If you don't already, look for opportunities to use bridging in your next lesson and see how you get on. Instead of dumping the assumed information onto the pupil, find out what they already know and bridge the gap. Supporting pupils to move from the known to the unknown should allow pupils to more easily see their own progress and for you to adapt the lesson to the status, prior experience and particular needs of the learner.



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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:

**01603 753 888**

**[www.towergateinsurance.co.uk/driving-instructor-insurance](http://www.towergateinsurance.co.uk/driving-instructor-insurance)**

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# Crossroads – Adding the fourth dimension

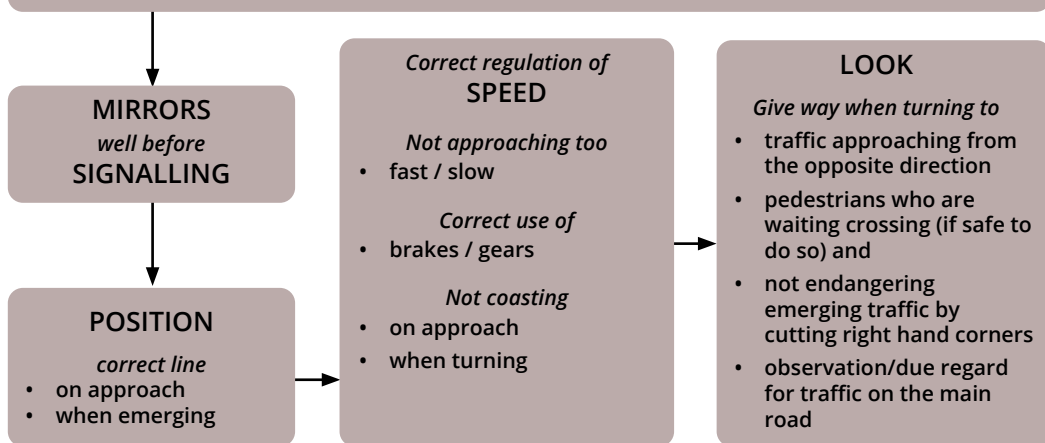
Bill Lavender BA (Hons) Cert Ed



Crossroads are more complex than T-junctions, because of the additional entrance/exit to and from the main road. Knowing that most crashes happen at junctions, it makes instilling the correct knowledge and experience in the learner is an essential part of their basic learning.

Ideally, you will have already guided your learner through turning corners, and emerging at T-junctions on previous lessons. The main teaching target has to be dealing with traffic priorities, along with courtesy and consideration, utilising Role 3 of the DVSA's National Driving Standard for driving cars and vans as our reference source for further detail and information.

## MIRRORS SIGNAL MANOEUVRE (M-S-M)



Keeping to the Highway Code's driving plan, Mirrors – Signal - Manoeuvre (MSM) is a simple and easy way to ensure success when teaching learners to drive.

Recap on previous practice when dealing with T-junctions. Before going onto Crossroads, your learner should normally have turned left and right several times from major to minor roads and minor to major roads. Now you will be in a position to integrate the previous learning into this new subject.

### Core of the lesson

- How will you link previous knowledge about junctions to crossroads?
- What are you going to teach first:
  - proceeding ahead with/without priority?
  - turning left or right with/without priority?
- Will you have to start by teaching a mix of these?
- How will you deal with unmarked crossroads/traffic lights?



## Mirrors Signal Manoeuvre (MSM)

The need to use a safe system of approach as covered in previous articles on junctions, but keeping particular attention on the learner's road positioning and all-round observation considering the additional the extra access point at crossroads.

### Useful lesson hints:

- Use illustrations as frequently as you feel necessary
- Focus the lesson on the correct:
  - observations
  - responses to be made (e.g. to turn right offside to offside or nearside to nearside)
- Having practiced crossroads your learner can then progress onto:
  - dealing with all types of roundabout, including mini-roundabouts

### Phraseology

Adapt junction phraseology to suit different road and traffic situations at crossroads.

Don't assume that this is all you have to say or exactly what you will need to say every time. Your learner may not do what you ask, so you may have to repeat a particular phrase in a different way. You may need to change the words to fit the:

1. way you speak
2. particular learner you are instructing and
3. road and traffic conditions that prevail when you are using them.

>>>



# Crossroads – Adding the fourth dimension

Bill Lavender BA (Hons) Cert Ed



## An example of instructional guidance/commentary

Crossroad layouts vary so pay careful attention to road markings and traffic signs.

As you approach, remember: mirrors, signal, and get in position. Reduce your speed even if you are travelling ahead, and keep looking. Observation is the key to safety at crossroads, be prepared for the unexpected - vehicles don't always give way or stop as we would.

Take extra care when turning right if an approaching vehicle is also turning right. You can either turn near-side to near-side, passing passenger doors, or off-side to off-side, passing driver's side doors. The choice depends on the size and the shape of the junctions, the road markings and the position of the vehicles. Get eye-contact with the approaching driver, this helps to determine who might go first.

## Skills Development

Crossroads are a type of road junction. There are different kinds of crossroads, some may or may not have road markings and others may be controlled by traffic lights. You must be sure that your learners have reached a stage of ability where they are ready and able to follow your instructions, especially if the crossroads is complex.

Below are some examples of questions that you might ask your learner when they have practised sufficiently. With experience you can devise your own bank of possible questions. Questions used must be appropriate 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.

## Some examples of questions you might ask

Type	What types of crossroads have you come across?
Location	How do you spot crossroads?
Mirrors	How do you check for following traffic?
Signal	When should you state your intention before a turn?
Position	At what point should you position correctly?
Speed	When will you slow by deceleration/braking?
Gear	At what point will you change gear?
Look (Approach)	Where must you always look on your approach?
Look (Position - Turning Right)	Where will you need to position when turning right?
Look (Observation)	What type of road user must you look out for?
Look (Emerging)	What must you avoid when emerging?

## Typical faults to anticipate

- Not recognising the crossroads in time
- Not making effective use of the mirrors well before signalling or changing direction
- Checking mirrors and signalling/changing direction simultaneously
- Incorrect position on approach
- Positioning too late
- Approaching too fast/slow
- Not braking sufficiently before gear changing. Coasting
- Inappropriate position for turning right
- Not giving way to pedestrians who are crossing or waiting to cross
- Not properly observing 'Give Way' or 'Stop' lines
- Emerging without due regard for approaching traffic/undue hesitancy

## Lesson Plan Evaluation

As with all teaching, carry out an evaluation both with the pupil to assess what they have learnt, the goals achieved and any areas that need further attention. This will also help you understand the effectiveness of the lesson planning and techniques used and help you to also continue to improve – evaluation is invaluable.



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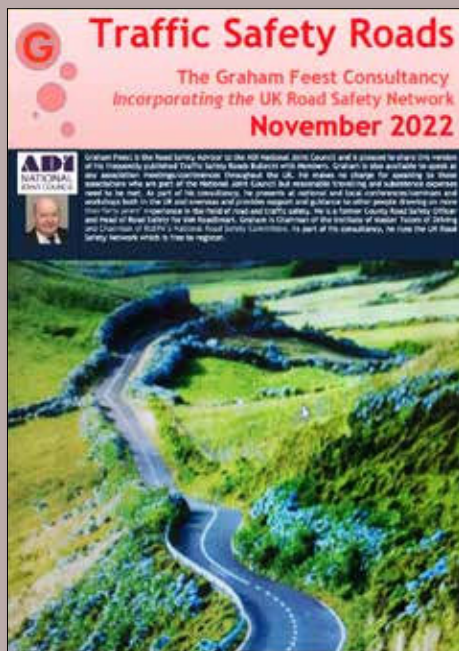
# Road Safety Information

Graham Feest ADINJC Road Safety Advisor



Graham Feest is the Road Safety Advisor to the ADI National Joint Council and is pleased to share this version of his frequently published Traffic Safety Roads Bulletin with Members. Graham is also available to speak at any association meetings/conferences throughout the UK. He makes no charge for speaking to those associations who are part of the National Joint Council but reasonable travelling and subsistence expenses need to be met. As part of his consultancy he presents at national and local conferences/seminars and workshops both in the UK and overseas and provides support and guidance to other people drawing on more than forty years' experience in the field of road and traffic safety. He is a former County Road Safety Officer and Head of Road Safety for IAM RoadSmart. Graham is Chairman of the Institute of Master Tutors of Driving and Chairman of RoSPA's National Road Safety Committee. As part of his consultancy he runs the UK Road Safety Network which is free to register.

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



Items this month include:

- RoadPol
- Publication of Road Safety Reports Under Fire
- Fines from Uninsured Drivers Since 2012
- Graduated Driving Licensing
- New Vehicle Lighting Technology
- The Morning After Campaign
- Rowdy Cameras
- E-Scooter Casualties 2021
- City of London 15MPH Blocked
- New Roads Minister
- New Camera Detection Trial
- New Printed Version of the Highway Code
- Changing the MoT Regime Rejected
- New Speeding Campaign
- Too Many Drivers "Get Away with It"
- Drug Driving – Cannabis
- Fossil Fuelled Motorbike Policy Challenged
- What A Journey
- School Streets
- EU Road Safety Agency
- Cost of Learning to Drive
- Cost of Living and Road Safety
- Reported Road Casualties Great Britain 2021

And much more!



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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](http://adinjc.org.uk), call **0800 8202 444**  
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# The Driving Test and Performance Dips

Liam Greaney - Driving-Pro Limited



A driving test can only cover a portion of the syllabus. The limits on this are both time and geography.

It would be wonderful to know that new drivers have been tested on the whole of the syllabus. But that is just not possible. In terms of time you are going to be within a 20 minute radius of the test centre. And for the most part a bit less than that. Allow for the pulling over and stopping a few times, some time for manoeuvres and our radius gets less.

Geography will also limit what can be tested. Years ago if you did not like roundabouts you could book a test on the Isle of Wight which only used to have one roundabout on the whole island. Please note that this has changed.

Anyone who looks at driving test data will have noted that the pass rate for some of the Scottish islands is very good. The flip side of that is the pass rate for large inner city test centres is very poor. So it is logical to assume that the busier inner city test centres make the candidate have more interactions and therefore opportunities to fail.

I am reliably informed that while the Scottish Islands may have less interaction with other road users, the ability to deal with sheep is very useful. Not something that us inner city instructors have any experience with whatsoever.

Bearing in mind that passing the driving test allows your pupil to drive on any public road a vehicle of 3.5 tonne, is the test enough. A sheep loving pupil from the islands may well find a busy inner city roundabout quite intimidating. By the same token our inner city jack the lad may find a flock of sheep rather bewildering.

So how can we cope with this. Looking at the big picture, data from test passes should have 2 characteristics, reliability and validity.

The first is concerned with the consistency of the data and the second with its relevance. We are going to look at this first one in some detail and the performance dips that come with it.



## Reliability: Test-retest - Interrater - Internal consistency

**1. Test-retest.** This looks at data over time. There will be two ways of looking at this. Repeating the test with the same examiner at the same time of day. Or doing it at different times of day.

To just keep repeating the same route at the same time with the same examiner is clearly a non-starter. Each test centre will have multiple routes which will test different aspects of the syllabus. Even if the route is the same, with the same cars, drivers and examiners. Because we are all different from day to day, our decisions and those of other drivers will be different day to day.

Will you keep getting the same results at a different time of the day. Clearly at different times of the day you will have a different number of interactions. Rush hour may have 200 interactions with other road users compared with 100 mid morning. One of the things that make the driving test unique is every driving situation is going to be different in some way.

The above starts to make the point that pupils should be able to deal with situations rather than places. A take away from this is get your pupil used to driving in places where they are not familiar with the roads.

Watch for the performance dip when they try somewhere new. Take them to different places. If they can cope with that with you in a place they are not familiar with, they are more likely to be able to cope with an unfamiliar place when they are with a stranger like the examiner.

**2. Interrater.** This looks at different examiners and do they give the same result. They obviously do for our serial failures. We have all heard the comment about a pupils' chance of passing depending on which examiner they get.

Some examiners tend to be friendly and chatty and get the pupil to relax. Others tend to be more formal to allow the candidate to concentrate. The problem is you have no idea which examiner you will get. But also what is right for your pupil.

Is there a performance dip when someone other than the instructor is sat with your pupil.

Now it is not practical for your pupil to be out with different instructors all the time. But what you, the instructor can do, is adopt a different persona. You change your manner from friendly, banter loving instructor to that of a more formal demeanour. Would that affect your pupil. Or maybe the other way round if you are more formal with your instruction.

Another alternative is having someone else in the car. It could be someone known to the pupil like their mum or dad. It could be someone known to you. Obviously you clear it with the pupil first. But the bottom line is can they cope with a different person sitting next to them. Does having someone new in the car produce a performance dip?

**3. Internal consistency.** Will different parts of the test produce the same result? A driving test does not have the time to test all parts of the syllabus of learning to drive. So what will happen is the various test routes will test as much of the National Syllabus as geographically possible for that centre?

This will give rise to a variety of routes which if nothing else, will stop local people from being bothered by having the same area used all the time. Also this stops us from learning, then teaching a route parrot fashion.

Would your pupil fail if they got a certain manoeuvre? Would a dual carriageway or a narrow road cause your pupil problems? Have they covered enough of the syllabus? Or to put it simply, would your pupil pass or fail with a different route and what does that mean for their safety when passed?

My favourite performance dip to look for here is lane changing. We are all aware of how >>>



# The Driving Test and Performance Dips

Liam Greaney - Driving-Pro Limited



they might slow down to let the car coming from behind get past. And before you know it they are travelling too slowly and are being overtaken and boxed in. Crossroads and large roundabouts all create the performance dip. It's all about how they interact with the other road user.

Another performance dip is the concentration one. It seems that a lot of test fails come on the 30 minute mark. How many times does a pupil blow it at the last moment? But surely that means that their driving is not intuitive enough.

## Validity: Construct - Content - Criterion

**1. Construct:** Does this conform to our knowledge and theory of what is being tested.

The Highway Code and Driving The Essential Skills will form the core of our knowledge of that. While an individual route may not cover everything, the Theory Test and its high pass mark will give it good coverage of The Syllabus.

**2. Content.** Does this cover all aspects that it should.

Is all of The Syllabus from The DVSA covered. Clearly it cannot for a huge range of reasons. What can not be tested on a practical driving test can be covered on The Theory Test. But knowing what to do in bad weather or the dark is not the same as showing what to do.

Because of geographical and time constraints the range of the syllabus cannot be covered. But the range of test routes an individual centre has along with the spread of them between examiners should go some way to meeting this requirement.

The test candidate will only be asked to do one manoeuvre but it is wise to know all four. We have no way of knowing which one of the four they will be doing. The same will go for all parts of the syllabus.

**3. Criteria.** Are there other valid measures of a person's ability to drive.

What other ways could you test a person's ability to drive. It's a very practical skill for something that could be up to 3.5 tonne MAM and driven at up to 70 mph on a public road. Surely we should only let someone be able to do that if they can demonstrate the skill to do so safely. Hence licensing and testing by enforcement.

The bottom line is that the driving test will stay pretty much the same as it has always been. The changes to it reflect the changes in society. If we can get our pupils over the performance dips they will stand an excellent chance of passing and being a safe driver.

These performance dips are:

- New places
- New people or different personas
- Acting and reacting with the other road users (lane changing etc)
- Safe driving needing concentration

As instructors we should certainly do our best to cover all of the syllabus. The question might be what can we take away from looking at a driving test this way:

- Cover the syllabus as far as you are able
- Do not just do test routes
- Make sure your pupil can deal with situations rather than places
- Watch for performance dips

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## 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](http://adinjc.org.uk), call **0800 8202 444**  
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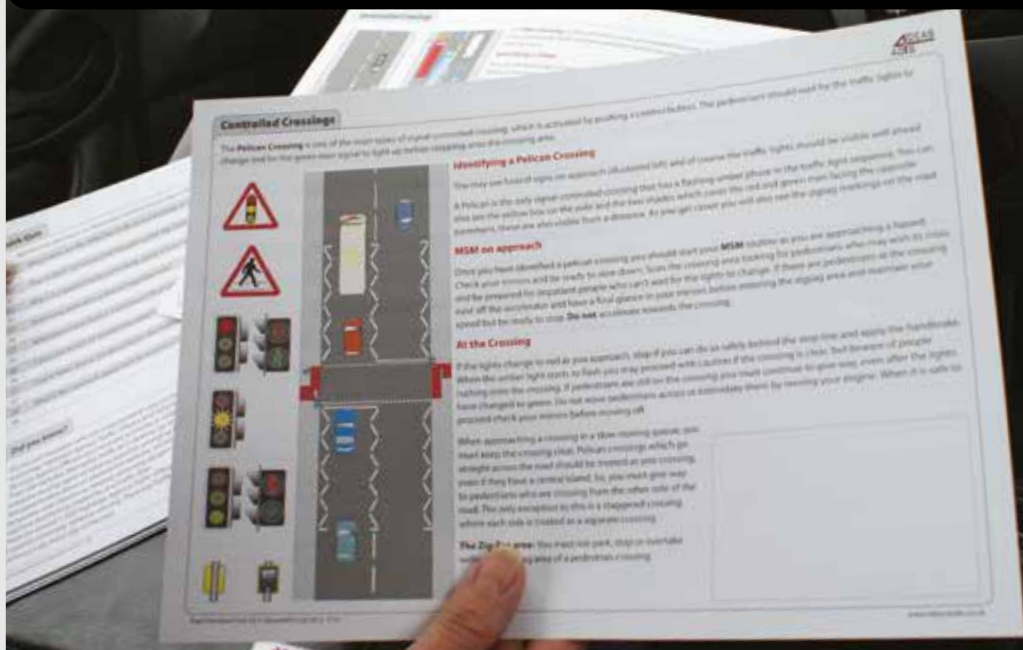
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Check in with our website to see where Lou is, as she travels along the 2,500 mile route. There's a handy button in the phone app to take you right to it as well.

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I hope you will allow me a bit of self-indulgence if I open this month's column with a story from Classic Car Weekly of October 26th? It said that classic-owning cabinet minister Jacob Rees-Mogg has appealed for Britain's new Prime Minister to make sure that the 1.5million historic vehicles aren't caught out by any future laws aimed at motorists. The Business Secretary owns two classic Bentleys, including a 1968 T1 which he bought as his first car. Mr Rees-Mogg was appointed as Business Secretary by outgoing Prime Minister, Liz Truss. Incoming Prime Minister, Rishi Sunak responded to the appeal by promptly sacking the Business Secretary and replacing him with one Grant Shapps, who you may remember was a former Transport Secretary. You really couldn't make it up, could you?

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Next, we can go back just six days to the Mail of October 20th which ran a piece with the headline 'Has Truss done a reverse on smart motorways too?' It said that the then Prime Minister Liz Truss had been accused of a fresh U-turn over her pledge to scrap smart motorways. Current Transport Secretary Anne-Marie Trevelyan said ministers will not axe the controversial roads but will continue the last Government's policy of 'pausing their roll-out. During the Conservative leadership contest last summer, Miss Truss said the 'smart motorways experiment hasn't worked'. Asked at the time whether she planned to scrap them if she became Prime Minister, she said 'yes'. But appearing before the Commons transport committee, Miss Trevelyan was asked by Tory MP Karl McCartney if she believed that smart motorways are, indeed, smart? She said: "They are a different way of managing traffic. I'm someone who used them quite a lot. I think the challenges with safety are real. My predecessor (Grant Shapps, I hope you are following all this?) set a very good pause mechanism so we can gather a substantial amount of data [to see how safe they are]. We are going to gather the evidence... and then we will assess it." She added: "We are putting a complete pause on the programme. We are continuing safety improvements on those already there. It's important we finish that bit of the job... so those in place have the emergency measures they need." Asked if the Government will scrap smart motorways, Miss Trevelyan replied: "If that's what the evidence indicated, then that would be the right decision." Well, that's all pretty clear then, isn't it?

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And the Mirror of October 19th had a story which said that iconic luxury car maker Rolls-Royce has unveiled its first fully electric model. Called Spectre, it will roll out from late next year and have a battery range of around 320 miles. The company said "significant advanced orders" have been made. No price has been published but motoring magazine Auto Express estimated it will cost "in the mid-£300,000s". Rolls-Royce has pledged to make all models electric over the next eight years. Torsten Müller-Otvos, chief executive of the BMW-owned firm, said: "Spectre is the beginning of Rolls-Royce's bold electric future and a significant statement of intent." Well, there we all are then.

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And the Mail of October 14th had a story which told how a cocaine-using air hostess caught drug-driving twice in 24 hours by the same policeman has walked free from court with a fine of less than £400. Isabelle Peck could have received a jail sentence of up to six months but must instead pay a penalty of £398, plus £157 in costs. She was also banned from driving for 12 months. The 20-year-old was found to be almost ten times the legal limit for cocaine compound Benzoylcegonine (BZE) after she was pulled over in her Vauxhall Corsa. She was warned by police that the drugs would stay in her system for at least two days but went to collect her car the next day and was stopped again as she tried to drive home. A second test showed levels of BZE in her system had soared to 16 times the legal limit because the drug had metabolised. Peck is believed to have spent two nights in police cells as a result. Peck, of Northwich, Cheshire, was sentenced at Chester

Magistrates' court, after admitting two charges of driving under the influence of a controlled drug above the specified limit. Georgia Leyland, prosecuting, said of the second incident: "It was actually the same officer who spotted the defendant driving her car." John Farnan, defending, said: "Since the date of the offence, she has obtained a job as cabin crew for Jet 2. They regularly drug test." The court and the DVLA may also require proof that Peck is not drug dependent before returning her driving licence. I should jolly well hope so.

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And there was a story in the Mail of October 28th which, surprisingly, received more coverage on the broadcast media than the press. It was about Ford's best-selling and long-running Fiesta super-mini ceasing production next year. It is being axed as Ford switches priorities to a new range of modern electric crossovers and SUVs – such as the Mustang Mach-e – and prepares for the UK's ban on new petrol and diesel car sales from 2030. More than 4.8 million of the popular small family hatchback Fiestas have been sold in the UK since its launch in 1976 – out of a total of more than 22 million globally. It was the UK's most-bought new car from 2009 to 2020 but was knocked off the top spot last year by the Vauxhall Corsa. Well, there we all are then.

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And Auto Express of October 19th had a piece entitled 'Repeat offenders face increased risk of bans'. It said that serial motoring offenders are less likely to escape long driving bans, thanks to a review by the Sentencing Council, which called out some magistrates as "dangerously lenient". A consultation closing in November is looking at ways to close loopholes for persistent offenders, which could come into effect next April. Meanwhile, the Sentencing Council says a change to the wording of current guidance to magistrates should clear up any confusion as to whether only a single previous offence or a full driving history should be taken into account when sentencing those who have totted up 12 points. When only a single previous offence – such as three points for speeding – has been considered, it has led to "discretionary disqualification of fewer than 56 days", the Sentencing Council says, when a total of 12 or more points should lead to an automatic ban of six months for "first offenders". Those who tot up 12 points a second or third time should face bans of one to two years, the official guidelines state. I totally agree.

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And there was a story in the Mail of October 19th which will interest any motorway (smart or not) traveller. It said that Hartshead Moor East motorway services on the M62 has been dubbed the worst in Britain by weary motorists. The Welcome Break-run site near Huddersfield, the UK's highest motorway service station, received a rating of 80 per cent in a customer satisfaction survey. Hartshead Moor's westbound site was given a rating of 87 per cent. By contrast, Rugby services on the M6 in Warwickshire was ranked the best in the survey of 31,000 visitors at 119 motorway stop-offs. The Moto-owned site was the only one to clinch a satisfaction rating of 100 per cent. Independent watchdog Transport Focus, which carried out the survey, gauged the views of customers on everything from toilets and staff to the value for money of food and drink and the provision of charging points for electric vehicles. Transport Focus chief executive Anthony Smith said: "Services continue to do a good job of their most important safety functions – allowing drivers to rest and relax." In an online review of Hartshead Moor, one customer wrote: "Soulless motorway service area with expensive food outlets and a poor shop. Avoid like the plague." A spokesman for Welcome Break said they were 'very disappointed' and would be 'prioritising' the site for investment. Well, there we all are then. As far as I am concerned, you can't beat the Gloucester services on the M5. Closely followed by the Cornwall services, also on the M5.

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And the Mail of October 9th had a story that said a jogger was killed by a police car being driven on the wrong side of the road as it responded to a 999 call, an inquest heard. Supermarket manager

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Kimberley Cameron, 27, was hit as PC Philip Duthie drove the car with its sirens on, the court was told. PC Matthew Watson was in the passenger seat as the officers headed to the scene of a car crash. Miss Cameron was left with fatal head injuries. Witnesses said she stepped into the road, looking in the left lane for traffic. However, PC Duthie had moved to the right-hand side of the road to overtake stationary vehicles and struck her, the inquest heard. Jurors were shown dashcam footage of the incident near Aylesbury, Buckinghamshire, last year. Witnesses said the officers appeared to be in shock and one had his 'hands on his head' after the crash. Tesco manager Miss Cameron's parents Liane and Kevin said: "When police are responding to an incident, they are allowed to drive up to 20mph above the speed limit so long as it is safe to do so. We believe they failed in the safety priority, and they were more worried about getting to the scene as soon as possible". So very sad.

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There was a piece in the Sunday Times of October 16th which said that the average speed of traffic in cities has slowed by up to 2.5mph in the three years since before the pandemic, according to new traffic data. The roads are so congested at weekends that motorists travelling between 7am and 7pm on Saturdays and Sundays take longer to reach their destinations than during the weekday rush hours of 7am to 9am and 4pm to 7pm. Dan Saunders, head of product at Basemap, a transport data firm that conducted the analysis of journey times in Birmingham, London and Manchester, said: "Since the pandemic, the problems of morning and afternoon peaks are spreading to other times of the day and week." Basemap's model is used by the Department for Transport. Well, there we all are then.

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And the Mail of October 18th had a story on my favourite subject of car numberplates. It commented on the registration numbers of the cars following the hearse during the late Queen's funeral. The lead vehicle in the funeral cortege bore the registration MYT 1, this was followed by MYT 2 and MYT 3. Though never officially acknowledged, it is believed MYT 1 (Mighty 1) was ordered by the Duke of Edinburgh as a 'tongue-in-cheek' joke playing on the Queen's official title, which began: Most High, Most Mighty and Most Excellent Monarch. The number plate first appeared on one of the Queen's least auspicious but favourite cars, a 1961 Vauxhall Cresta estate, which she kept at Sandringham. It was converted by Friary Motors of Basingstoke; painted in Imperial Green, it featured country pursuit modifications including a dog guard for the corgis, a gun rack for pheasant shoots and a fishing rod holder built into the roof. When the Motor Car Act, which introduced vehicle registrations, was passed in 1903, it was a general principle that legislation did not affect the Monarch unless it provided otherwise. Thus, the King's cars were unregistered. The late Queen had several personal plates on her private-use cars, in addition to MYT 1, 2 and 3, she owned JGY 280, JGY 280K, KUV 1 and PYN 1F. Not a lot of people know that.

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And finally,  
I just read a book about helium.  
It's so good. I can't put it down.  
Can listening to the radio become an addiction?  
Depends on the frequency.  
Til next time,

*Adrian*

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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;



## *An introduction to coaching and how to coach - Part 7*

In this article I will look at some of the benefits of coaching to a business and how you, as a coach, can help instigate change.

The benefits of coaching for business is in achieving outcomes that help the business grow and move forward. As a business we look for improved organisational performance leading to higher profits, productivity, and sales.

Coaching gives you that return on investment, as staff will become more motivated and easier to retain. If staff are more motivated, they are less likely to go sick, whether that is genuine or fake sickness. Employees that buy into company values are far more likely to adapt their behaviour and be flexible, especially when change is happening, and as a business you know change management can be challenging. Coaching for business creates an open and productive culture that is built around effective communication. To enable an organisation to have sustainable growth a culture of learning is essential, as often employees are required to change their behaviour to adapt to many changing circumstances in an ever-changing world. Coaching unlocks that learning potential. How will a coach benefit your business?

Coaching models are often used by coaches to help instigate desired changes of behaviour. There are many models, and in an attempt to generalise I am going to state that they work along similar lines. A goal is negotiated - this is the outcome of the coaching activities and conversations that take place. An action plan is put together and then action takes place for the next stage in the process. The coachee is required to reflect on what has taken place and evaluate what has happened so far and, as a side-line, their success should be celebrated to increase their motivation. The final step is the change, asking the question: "what is not working" and doing more of what is working.

As a coach you will create insights by using techniques that will help the individual grow and perform effectively within the business. You are looking to compliment, note the positives and encourage doing more of what works so as to prevent the repeating of what doesn't work. As you know, humans are creatures of habit, even if we know it doesn't work we are prone to repeating the same error. For any budding golfers, you will have heard the statement 'don't lift your head up' and after 40 years of golf, I can honestly say I still haven't learnt!

Scaling is a useful tool that will help give your clients more insight (I will look at the use of scaling in a later article). It is helpful in creating those small steps that take us towards the end goal. As a coach we should highlight what resources are available and what help can be sorted within the organisation. Often people don't want to ask for help in case others think they are stupid and yet it is stupid not to! When something is not working out, you as a coach can use simple language that can be helpful, for example: "if things were going a bit better what would be different?" In business, it helps to take a view from many different perspectives. Asking the coachee how other people may see the situation can unlock their thinking; what would the head of department or your colleague or even the owner of the business say you should do in this situation? Reframing helps the coachee to reflect and see the problem/solution from a different perspective. Just changing roles can be effective; if you were in charge what would you do? These simple questions can help create insights and uncover what's blocking the desired outcome. Another question that I can leave you all to ponder is: "what do you want the future to look like and how will you notice it has arrived?"

Business is generally about people and if your people are not engaging in their tasks and your clients are not engaging with your business then coaching and being a coach can be the key to your future success. If you are sitting there wondering what steps to take to be a coach or just want to ask questions, please feel free to drop a comment or question on any of these short articles.

[info@tri-coachingpartnership.co.uk](mailto:info@tri-coachingpartnership.co.uk)



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*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](mailto:studio@ideas4adis.co.uk)*

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

“

QUOTE

*“Don't count the days, make the days count.”*

*- Muhammad Ali*

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