



MEMBERS NEWS

Issue No: 197 - May 2023

*Spring conference
hits record highs*



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Members News:

Editor: Rob Edgley - studio@ideas4adis.co.uk

Design and layout: Ideas4ADIs Ltd

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Your ADINJC Governing Com



PRESIDENT
Lynne Barrie - Staffordshire
lynne@lynnebarrie.co.uk

EXECUTIVE OFFICERS



CHAIR
Charles Moffat - Northampton
chairman@adinjc.org.uk



GENERAL SECRETARY
Sue Duncan - Plymouth
secretary@adinjc.org.uk



DEPUTY TREASURER
Chris Porter - Bedfordshire
admin@adinjc.org.uk

COMMITTEE MEMBERS



GROUP MEMBERSHIP
James Quinn
membership@adinjc.org.uk



Leigh Brookes
Worcester
leighbrookes@outlook.com



Liam Greaves
Portsmouth
liam@drivingadvisors.co.uk

Committee for 2023



VICE-PRESIDENT
John Ashton - Essex
john.fairway@btinternet.com



DEPUTY CHAIR
Andrew Love - Kettering
training@adinjc.org.uk



DEPUTY CHAIR
George Simpson - Northampton
driving@weekendwheels.net



TREASURER
Peter Boxshall - Essex
treasurer@adinjc.org.uk



BUSINESS TEAM LEADER
Dan Hill - Hampshire
daniel.hill@mydrivetime.co.uk



ENGAGEMENT TEAM LEADER
Stewart Lochrie - Scottish Ambassador
admin@caledonianldt.com



TRAINING TEAM LEADER
Andrew Love - Kettering
training@adinjc.org.uk

MEMBERSHIP SEC
inn - Birmingham
p@adinjc.org.uk



Terry Bassingthwaite
Bury St Edmunds
info@funonwheelsuk.co.uk



CHARITY LIAISON OFFICER
Tina Cassady - Nottingham
fabdriving@gmail.com



Fiona Clarke
Kettering and Corby
fiona@drivingwith.co.uk

aney
g-pro.com



Tom Stenson
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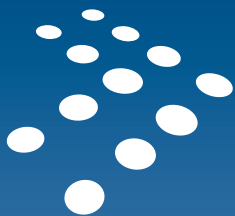
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Report from Kempton!

Spring conference hits record highs

A record turnout at the ADINJC and Intelligent Instructor Spring Conference & Expo, saw 585 visitors gather for the spring conference at Kempton Park racecourse, Middlesex on Sunday. Instructors made the journey from right across the UK, to attend this free to attend, premier event to listen to expert speakers to help improve their skills as both trainers and as business owners.

A new addition to the event was the PDI Zone, which was extremely popular and is sure to become a regular feature at future events. This dedicated seminar area was hosted by Lou Walsh, from Go Green Driving Instructor Training and saw dedicated sessions aimed at those in training to become ADIs, delivered by a wide range of expert trainers. An impromptu Q&A with Lou kicked off proceedings, before instructors learnt about 'structuring a syllabus', 'how to pass the part 3 test' and then 'how to use questioning', all before lunch. After Terry Cook's Instructor Podcast LIVE, the sessions moved on to 'identifying faults and how to fix them', and 'when, how and why to adapt your part 3 lesson'.

Upstairs in our Premier Suite 1 saw even more training sessions delivered. These included one-hour mini masterclasses from Ray Seagrave covering off 'developing your coaching skills', Bob Morton offered advice on 'being the best instructor you can be' and the ADINJC's Lynne Barrie and Andrew Love doubled up to cover the important subject of 'questioning'.





Report from Kempton!

For those wanting to hear about road safety, EVs, accountancy services, disability driving or the new GoRoadie product launch, Premier Suite 2 was the place to be.

Ruedi Press from YES! School of Motoring co-ordinated the fantastic EV display outside the parade ring, with over 20 ADIs on hand to share their experiences with interested instructors. The onlooking Desert Orchard and Kauto Star statues would have been proud with the cars' turn of speed.

Track side, the outdoor experience area enabled people got to get behind the wheel of QEF Mobility Services specially adapted vehicles and Leicestershire Fire & Rescue Service delivered the ultimate VR experience for willing volunteers who stepped into their van.





The busy expo area was a hive of activity all day long with over 30 companies showcasing their products and services. The ADINJC celebrated their 50th anniversary with an array of gifts and goodies given away, whilst other treats were on offer from others. Holiday vouchers were up for grabs at silver sponsor's Passmefast stand whilst Instructorcover Plus gave away a dash cam and delicious cupcakes too. RED's stand was impressive with two cars in situ and instructors took advantage of the offers from the many other exhibitors too.

For all those who attended, it was a thoroughly enjoyable, and exhilarating day. Attention now turns to the national conference, at Newark showground, Nottinghamshire, 8th October. The event follows a similar format to the spring event, but on a bigger and grander scale. Registration is now open, and you can book your free ticket below.

BOOK YOUR FREE TICKET

A new location for our growing National event!



For the first time since our launch in 2019, the National Conference & Expo will be leaving it's spiritual home of Meriden in Coventry to a bigger, better venue - The Newark Showground. We would like to thank the team at the Heart of England venue and everyone who attended an event, however we are proud to say we've outgrown the venue and need more space!

So what can you expect at Newark?

Let's start with travel, Newark Showground is just off the A1(M), so we think it's got great transport links to allow people further north to attend our event. It should still be a relatively straightforward journey from London and Birmingham, so hopefully it becomes a more realistic option for more instructors.

Well after the success of the PDI Zone at our recent Spring event at Kempton Park, we're creating an even bigger area with more top speakers to help PDI's gain as much knowledge as possible to prepare them for their Part 3 test and beyond. Newark also gives us a unique outdoor space, so we're working hard on getting as many interactive exhibitors involved as possible.

We also hope to have the biggest gathering of EV driving instructors ever assembled.

Never been to one of our shows before? Here's [*a **taster***](#) of our recent Spring Conference & Expo at Kempton Park...

Tickets for the National Conference & Expo are completely free, we just ask you to register using the button below! We hope to see as many of you there as possible.

BOOK YOUR FREE TICKET

Meeting - Saturday 3 June, Holiday Inn Coventry



Do come and join us at the Holiday Inn, Coventry for our next meeting.

Our guest speaker will be Chris Howes, DVSA's Assistant Chief Driving Examiner/Training Policy.

We will also be running a workshop session to get YOUR ideas and suggestions on a range of subjects that are topical and of importance to the industry. We are all very well aware of the challenges facing ADIs and PDIs and would value your thoughts and suggestions on how things could be improved so come along and have your say. It's free to attend, so whether you are a Premium member or group representative we would be pleased to see you.

We do need to know numbers in advance, so please email your intention to attend (or apologies for non attendance) to secretary@adinjc.org.uk

[Click here for the Agenda.](#)



"If you're in the wrong lane, just go the wrong way."

Richard Bates @ Inclusive Driving



Does that even mean anything?

I'm sure we have all had the experience of a driving test where the candidate approaches a roundabout in the wrong lane for the destination the examiner has requested. If you're sitting in the back, your brain is shouting, "just turn left, just turn left." And then the learner proceeds to drive straight ahead over a left-turn-only mark.

Do we prepare pupils enough for this event? Or do we simply tell them, "If you're in the wrong lane, just go the wrong way"? What does that mean? What exactly is "the wrong way," because we really want them to go the correct way for that lane, not the wrong way.

Do you practice this? In my lessons, we often approach a roundabout without having an instruction. The conversation is along the lines of:

- Get yourself into the left/middle/right (or whatever) lane on approach to this roundabout.
- Now, can we work out where we can safely go from this lane?
- Good, let's go there, or
- OK, shall I guide you?

To "go the wrong way" successfully, it needs to be practiced: not simply bolted on to the lesson as a throwaway sentence. The learner needs to develop the confidence to go in the direction they know is a safe option. It is perhaps a more important skill to recognise where a lane goes, than it is to recognise which lane was needed to begin with.

But even if this is practiced and developed as an individual skill, there's another obstacle waiting to trip up the candidate on test day...

In the 1960s, psychologist Stanley Milgram described the concept of obedience to authority, where 65% of subjects in his controversial experiment showed a willingness to do something that would place another person in danger when requested by a person in authority. In the experiment, subjects delivered (fake) electric shocks to other experimental subjects on the instruction of an actor posing as a teacher. Even though the subjects believed their actions would cause harm, they were unable to overcome their moral conflict between what they knew was correct and what the person in authority had asked them to do.

It is also suggested that people are conditioned to follow the orders of somebody wearing a hi-viz jacket, even if the instruction conflicts with their previous experience. An experiment by Eline Van Der Velden shows this in a rather amusing way:

<https://www.tutor2u.net/psychology/blog/how-obedient-are-we>

Now bring in the examiner ... wearing a hi-viz jacket. The learner is possibly going to view them as a person in authority, with the resulting mental conflict discussed earlier:

- My instructor said I should do this.
- But an examiner has told me to do something else.
- And I must please the examiner because they are the person in authority at the moment.

So consider taking your tuition a step further: your pupil needs to know that the examiner wants them to follow the same advice that their instructor has given them. We even have a script if the pupil is not confident at talking: "I'm sorry, I'm in the wrong lane, I'm going to ... instead" Even if the concept of obedience to authority persists, the pupil might be more confident to take the safe option if they understand that this altered action will please the examiner more than adhering to their original instruction.

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.

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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.

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Drivers encouraged to practise self-control and mindfulness

A new survey suggests that one in ten drivers experience road rage every time they get behind the wheel – with tailgating the main offender.

The survey, conducted by iCompario, questioned 2,000 UK drivers on how often they experience road rage – and the triggers that are most likely to cause it.

Roughly two-thirds of respondents (65%) claimed to experience road rage at least once a month – while 10% said they experienced it on every journey.

The most common time of day to feel road rage is during the morning commute – a third of respondents (33%) named this as the worst time of day for their anger.

As to why, 49% admit to 'seeing red' when drivers tailgate them – the most common cause.

A third (34%) say they feel furious when they see other motorists using a mobile phone – and 28% when other drivers 'hog the middle lane'.

When it comes to driving particularly slowly (30%) or quickly (31%), these driving traits annoy UK motorists to an almost identical extent.

[Click here to read full story](#)

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

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The leading driving instructor organisation of its kind.
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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

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Sunday 23rd was the **ADINJC** expo and conference at Kempton Racecourse. With a great turn out of around 600 plus attendees, it was a successful day for networking and continuing professional development. Due to one of the speakers not being able to attend, I was asked to step in and deliver their presentation on tips for the part 3 and standards check. Whilst presenting this talk, I asked the crowd how many were aware of the national standard for driver and rider trainers, NSDRT. I was surprised to see only few hands were raised. Considering the importance of this document, I thought I would write this month's article about the NSDRT in the hope more instructors will read through it and deliver their training in line with the standards.

So, what are the national standards?

The national standards set out the skills, knowledge and understanding needed to deliver a programme of driver/rider training. It covers training for drivers or riders of all types of cars, light vans, motorcycles and mopeds for use on the road. It covers training for licence acquisition and post-test driving/riding programmes.

These standards set out the skills, knowledge and understanding needed by instructors and instructor trainers to deliver a client-centred lesson. Although most of the skills, knowledge and understanding are centred around 'in-car' training, delivering a classroom or group-based syllabus is also included.

How can instructors use the NSDRT?

The national standards are set out with 6 units and each unit is made up of elements. These elements are broken down into performance standards (you must be able to do) and knowledge and understanding requirements (you must know and understand). For example, Unit 6.2 is about designing learning programs. The performance standard here would be "You must be able to confirm that the learner holds a provisional or full licence for the category of the training vehicle". The knowledge and understanding requirements would be "You must know and understand the requirements of licence acquisition and the content of the practical driving test for the vehicle being used".

Unit 6.3 explains what client centred learning is about and how we as instructors can go about delivering a client centred lesson. This can be a useful aid for identifying areas of development for CPD. If you were to read through each unit and tick off any performance standards and knowledge and understanding requirements that you are confident with, those that are left unticked will highlight areas you may wish to seek advice on or develop. This is covered in unit 6.5 and is all about evaluating and developing your knowledge, understanding and skills.

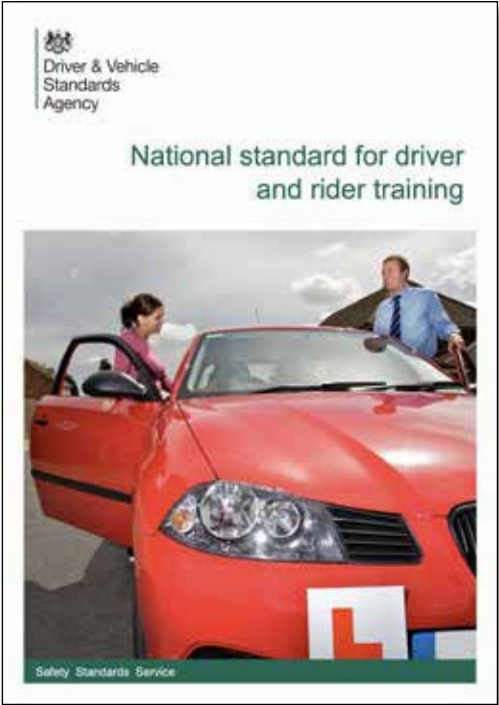
How can the NSDRT help with your ORDIT assessment?

As an instructor trainer we are expected to deliver training in line with the national standards, so being familiar with the standards can be of great benefit. When I deliver training to an ADI or PDI I would complete a training log for the session. Each log will reference the relevant units of the NSDRT, so that the instructor can refer back to them later on. As we know, ORDIT assessments are now to be conducted from the driving seat using fault simulation and role play. Unit 6.6 of the standards explains what fault simulation and role play is and the fundamentals of how they

should be used. This unit directly links to the competencies you will be assessed against on your ORDIT assessment and those on the ORDIT1 form.

In conclusion, the national standards are an important document that explains what we should be doing as instructors and trainers. Hopefully, fewer instructors will overlook this guide in future. To ensure you are not one of them, why not check out the national standards by following the link below?

Click on the image to the right to download the national standards PDF.



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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)



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with thanks to John Rogers of the Disability Driving Instructors group for his very helpful information to help your special needs candidates with their driving test.

Special Needs Accommodations for the practical test – advice to ADIs

If your pupil has a physical disability, a specific learning difficulty or a hearing difficulty, special needs accommodations may be required when they are taking their practical test.

Many of the accommodations are confirmed in the DVSA DT1 and other agreed documents but occasionally examiners may not be aware of this. This information guide lets ADIs know what is available and will also make it easier for the examiner to check what is permitted to ensure that the appropriate assistance is provided; references to the relevant documents are included.

1) The eyesight test (reading a vehicle number plate at a distance of 20 metres):

DVSA DT1 section 1.20 gives specific advice regarding candidates with dyslexia (or other reading difficulties). “Black on Yellow is ordinarily easier to distinguish by most dyslexic candidates. They may also read back to front or in a non-uniform order and may have difficulty distinguishing between certain images, for example B and 8, D and O, 5 and S. They may find it easier to write down the letters and numbers rather than reading them out - this is deemed to be a reasonable adjustment”. (Alternatively use a printed sheet to point at the numbers/letters). Deaf candidates may also need to write down the letters rather than read them out. The ADI or independent interpreter may need to assist with the instructions for this, the examiner or the interpreter is permitted to remove face coverings (if worn) if the candidate needs to lip read. Disabled candidates with mobility difficulties may remain in the car to read the number plate (examiners may advise where to park to facilitate this).

2) The ‘tell me’ question (before the start of the test):

DVSA DT1 section 1.21 states that “where a special need prevents a candidate from carrying out a practical activity for the ‘tell me’ question (e.g. physical disability making walking round the car or opening the bonnet difficult) they should be asked to demonstrate understanding by oral explanation”. For Deaf candidates, Mike Warner (previous Senior External Affairs Manager, DVSA) agreed for the ADI to act as an interpreter for the initial discussion and for the ‘tell me’ question at the start of the test, This is confirmed in the DVSA SOP (COVID-19), updated 5 November 2020.

3) General communication and interaction with candidates:

DVSA DT1 section 5.13 and **section 7.36** detail the special needs provisions available for candidates with learning difficulties or spectrum and processing disorders. It states that “where a spectrum condition (or special need) is declared or apparent and providing the test is not undermined, the examiners should, wherever possible adapt their approach to accommodate the candidate”.

Section 1:27 of DT1 (Instructions to candidates) states that: “Examiners should ensure their instructions are absolutely clear.... Candidates should not be given any grounds to complain of being flustered or uncertain. If you are aware a candidate has dyslexia or dyspraxia you should tactfully establish if it affects their driving and if any adjustments are necessary. This may include confirming directions by pointing or using hand signals”.

4) Independent driving:

Section 7.36 of the DVSA DT1 states that if the examiner is made aware that a candidate has a special need they will ask the candidate which is their more able method, either following directions from

the sat-nav or following traffic signs; if the examiner is aware of this prior to the test commencing they would be able to bring both a sat-nav and the peripherals to cover either scenario.

This applies to those with dyslexia or other learning difficulties and to **Deaf candidates**; if Deaf candidates are following road signs changes of destination will require candidates to pull up at the side of the road to communicate the new destination.

Despatch states that if the sat nav is to be used: "The examiner will be able to change the colour, contrast and volume". "If you think your pupil will need to change the sat nav layout, you'll need to set up a meeting with your LDTM before the test" to discuss what settings they need. "On the day of the test you should arrive early with a copy of the agreed setting requirements"

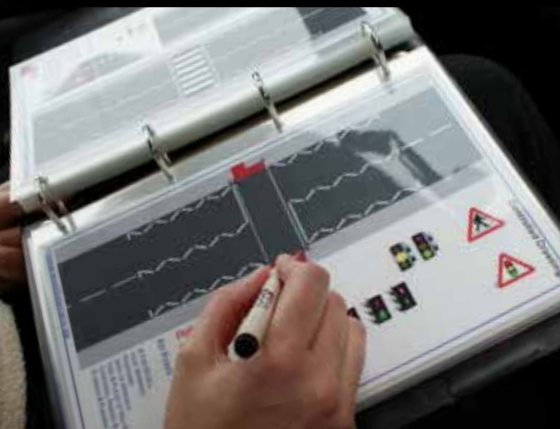
5) 'Show me' questions (on the move during the test):

DVSA DT1, section 1.21 states that candidates "should be expected to carry out the 'show me' question on the move. Reasonable consideration must be adopted in cases of disability and if adaptations don't allow candidates to operate windows or demisters on the move, and they are unable to do so, then an alternative question should be asked". Lesley Young (Chief Driving Examiner 2012-2018) agreed in Dec 2017 that although the headlight on/off switch is considered a safety critical control and should be able to be operated on the move at any time, if this cannot be safely carried out the lights could be switched on at the start of the drive and switched off at the end; this removes the need for operating the switch on the move, an alternative question should be asked in this case. Lesley Young emphasised in **Despatch (Oct 2017)** that "we will only ask a 'show me' question that the candidate can demonstrate safely whilst on the move."

Notification of special need requirements must be made on application for the test if accommodations are required; this is to allow for DVSA to plan for any necessary reasonable adjustments. The ADI is advised to confirm this at the test centre before the test date to ensure the notification has been received and accommodations can be made.



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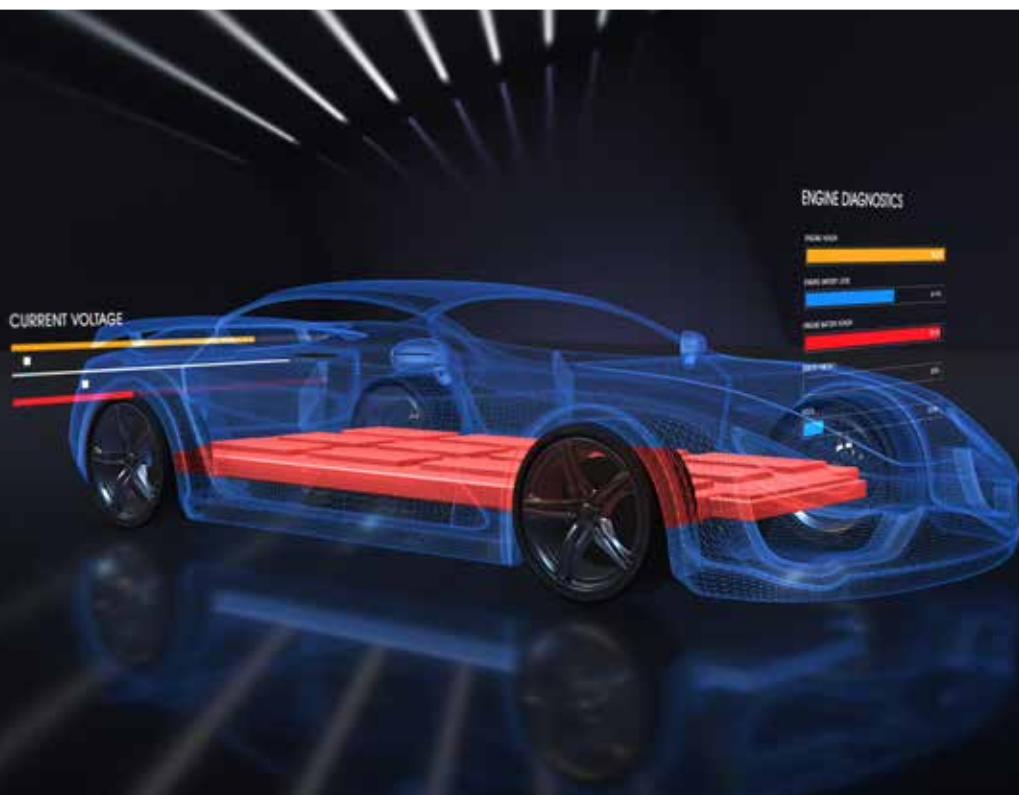
Driver trainers will also need to adapt to “teach electric”. Changes to the teaching content will include regenerative braking – a different feel for the accelerator; no gears or clutch, even driving with one pedal, conserving battery power, how and where to charge an EV etc.

Electric cars are “automatic”. You have two pedals only, accelerator and footbrake.

Because an electric car doesn't need a clutch, it also doesn't require gears. Electric vehicles don't feature a multi-speed gearbox like petrol or diesel vehicles. Instead, they have just one gear. This is because they can achieve much higher engine revs than a conventional fuel engine. Internal combustion engines reach around 4,000-6,000 revs per minute (rpm), whereas an electric motor can achieve up to 20,000 rpm. This doesn't mean that electric cars can't have gears, but they aren't necessary to make the car run.

Aside from adapting to teach an automatic car, regenerative braking is the biggest technical change the driver trainer should face. You can expect this kind of braking to have a detrimental effect on brake pedal feel, it can take some time to get used to this.

When decelerating or braking, the lost (kinetic) energy is used to recharge the car's batteries. To varying degrees, this can affect the feel for the car when slowing. With some cars, the regenerative force isn't very strong. It can feel a bit like being in a high gear and using engine braking to slow down in a petrol or diesel car.





Regenerative braking systems are already used on many modern cars. When driving these cars, the system is virtually imperceptible to the driver. However, when driving hybrid or pure electric cars, regenerative braking takes a more active and obvious role. Brake regeneration helps to charge the larger batteries that directly drive the car. When you lift your foot off the accelerator pedal and onto the brake, the system starts to put energy back into the battery. You can feel the car start to slow down. The sensation will feel different, depending on the car manufacturer. Some tailor the way it feels to your own preference. To harvest as much wasted energy, it can be possible to choose the maximum setting, or if you dislike the sensation of the car braking itself, you can turn it off.

One pedal driving is where you can use the accelerator pedal to completely control the car's speed. Taking your foot off the gas pedal completely will feel like you've got your foot firmly on the brake. Drivers need to modulate the right foot to speed up and slow down, rather than swapping between the brake and accelerator pedals.

You can expect the brake lights to come on if the car is slowing quickly, even if you're not even touching the brake pedal.

The future of motoring is electric. This revolution makes this a "must have" CPD for all ADIs!

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



- Project Edward
 - Speed (Safety) Vans
 - Epidemic of Drug Driving
 - Brake
 - Smart Motorways
 - Delivering the Safe System Approach
 - Bluecruise Technology
 - Institute of Master Tutors of Driving Awards
 - France
 - Netherlands
 - Lithuania
 - Vehicles on the Road
 - Manual for Smart Streets
 - Potholes
 - Currently Not Substantiated
 - Operation Freeway
 - The Technical Abilities of Modern Day Cars
 - If It's Not Clear – It's Not Safe
 - E- Scooters
 - Drones Assisting in Detection
 - Money for Improvements on High Risk Roads
 - Electric Cars and Car Parks
 - Seat Belts and Children
 - Three New AI Technology Trailers
 - Introducing the ADAS Knowledge Hub
- 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
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Vivid Description as a Training Technique

Liam Greaney - Driving-Pro Limited



Introduction

I think driving instructors are brilliant. There are many things that go to make up a good driving instructor but for me the most important skills are the soft skills. Of those soft skills, the most important is communication.

Whenever I have listened to a good trainer, what came through was the fact that they communicated clearly, simply and most importantly effectively.

At the 2022 Kempton Expo I had the pleasure of listening to Bob Morton. He had a very simple mantra:

- See it
- Say it
- Suss it
- Sort it

It was a very clear statement, simply put and very memorable. For me at the time, this was a behavioural change technique (BCT) of the highest order. It is extremely practical and usable. It was what we as driving instructors should be doing with our pupils.

What is a BCT

Behavioural change is something a driving instructor is doing all the time. We want them going from not using their mirrors to using their mirrors. Or whatever is appropriate at the time.

“A behavioural change technique (BCT) is a systematic procedure included as an active component of an intervention designed to change behaviour. It's characteristics are:

- Observable
- Replicable
- Irreducible
- A component of an intervention designed to change behaviour
- A postulated active ingredient within the intervention”

See (Note 1).

In short, as driving instructors we can have something that is both proven and streamlined. We can also :

- See it
- Say it
- Use it
- Repeat it

What you might have noticed is that I have taken the academic words and simplified them. A quick internet search will reveal many different definitions and list many different techniques. For simplicity I will use the list curated by Dr Paul Marsden (Note 2) in his article of the various groups of techniques:

- Goals & planning
- Feedback & monitoring
- Social support
- Shaping knowledge
- Natural consequences
- Comparison of behaviour
- Associations
- Repetition & substitutions
- Comparison of outcomes
- Reward & threat
- Regulation
- Antecedents
- Identity
- Scheduled consequences
- Self-belief
- Covet learning

The above if you are so inclined to follow the link given below will give 93 separate techniques that you will more than likely have used at some point if not all the time. Goals and planning having 9 separate techniques and a number of the others only having as few as 3 each.

Each and every one of the techniques can be used by driving instructors. I will take the first category Goals and Planning as this is the first section on the SC and Part 3 marking forms. The techniques are as follows:

>>>



Vivid Description as a Training Technique

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1. Goal Setting (behaviour) – Set or agree on a goal defined in terms of the behaviour to be achieved
2. Problem Solving – Analyse, or prompt the person to analyse, factors influencing the behaviour and generate or select strategies that include overcoming barriers and/or increasing facilitator
3. Goal Setting (outcome) – Set or agree on a goal defined in terms of a positive outcome of wanted behaviour
4. Action Planning – Prompt detailed planning of performance of the behaviour
5. Review Behaviour Goal(s) – Review behaviour goal(s) jointly with the person and consider modifying goal(s) or behaviour change strategy in light of achievement.
6. Discrepancy between current behaviour and goal – Draw attention to discrepancies between a person's current behaviour (in and the person's previously set goals
7. Review Outcome Goal(s) – Review outcome goal(s) jointly with the person and consider modifying goal(s) in light of achievement.
8. Behavioural contract – Create a written specification of the behaviour to be performed, agreed on by the person, and witnessed by another
9. Commitment – Ask the person to affirm or reaffirm statements indicating commitment to change the behaviour

All of the above and the others which I chose not to list are the daily fare of driving instructors. Compare the list here to how you are marked on a SC.

Once again, all of the above can be put using the qualities of actionable, clarity etc. But there is something lacking. The problem is that all of this can be rather dry. It needs to be memorable.

This is a big problem. According to National Center for Biotechnology Information in their paper (See Note 3)

"Despite rapid growth in behavioural intervention research, the effects of behavioural interventions continue to be typically small, variable, and not maintained long-term. Cumulative progress in the design of more effective interventions could be improved by developing a more widely shared understanding of the "mechanisms of action" (MoAs) through which interventions bring about change."

What Bob did was use a "MoA" to make it memorable. He did this by the rhetorical technique of alliteration. Which is the repetition of sounds or letters. See, say, suss and sort in this particular case.

But can the rest of us achieve what Bob did? I think we can get some of the way. And the way to do that is vivid description. Those phrases that resonate with your teaching style and stick in the minds of learners.

How do they apply to driving instruction:

Everyone has a way of viewing the world. But better than that they have a way of describing it. As an instructor I am trying to produce or coach a change out of my pupil. In return I want something from my pupil over and above what they are paying me for. It might be a film or a book to watch or read. But better than that, I want a different way of seeing the world or describing it.

I had a pupil called Joe who used to get a bit too close to cyclists. All the BCT's you could think of (see the list in Note 2) didn't really cut it for him. "Pass wide", "1.5m", "what would happen if": they did not resonate with him. He was not gripped.

But what he came out with was "give enough room for a fat policeman". From my point of view this was brilliant. He had created a memorable visual image linked to going around cyclists. It was his solution.

Much better than that I had a very usable Mechanism of Action for my other pupils. Everytime I use it, it gets a laugh. They know how much room to give the cyclist. It produces a repeatable change in behaviour.

Having had the benefit of doing a driver behaviour course with Ian Edwards and Dave Parkin it got me thinking. I love listening to how other driving instructors describe what they teach. One thing that for me characterises how they do it is vivid description.

What I realise from doing this paper is we are talking about rhetoric. This is the art of persuasion. It is a MoA. For instance when letting the clutch up, its release could be described as "releasing a silent fart". The controlled action is an image that sticks in the mind. I realise of course there are other ways to describe the release, but the point is something that sticks in the mind.

Conclusion:

When I started writing this I had the idea that "vivid description" was a behavioural change technique. What I realise is that vivid description is rhetoric and rhetoric is the art of persuasion. Rather than being a behavioural change technique, it is a mechanism of action, an "MoA".

A quick search on the internet will introduce you to many rhetorical techniques (See Note 4).

An easier solution is to steal and plunder from your colleagues. Not their money or mobile phones of course. But the words and saying that they use. Imitation is said to be the highest form of flattery. Flatter your fellow instructors and your pupils by learning from them. Learn from Bob!

Notes:

1. Michie & Johnston: Behaviour Change Techniques, https://link.springer.com/referenceworkentry/10.1007/978-1-4419-1005-9_1661 22/10/2022
2. Marsden: Nudge Psychology – All 93 Behaviour Change Techniques Listed and Summarised + Free App <https://digitalwellbeing.org/nudge-psychology-all-93-behavior-change-techniques-listed-and-summarised-free-app/> 22/10/2023
3. Annals of Behavioral Medicine, Volume 53, Issue 8, August 2019, Pages 693–707, <https://doi.org/10.1093/abm/kay078> : 10/10/2018
4. The Top 41 Rhetorical Devices That Will Make Your Words Memorable: <https://www.thesaurus.com/e/writing/rhetorical-devices/> 31/01/22





Online Masterclasses

Lynne is a working ADI and ORDIT trainer. Lynne holds an M.A. in Driver Training and gained 51/51 in her ORDIT inspection and SC. Author of the popular "Standards Check Success" book, she has helped hundreds of ADIs achieve their goals.

Andrew is the Training Team Leader at the ADINJC, he has extensive experience working in all areas of driver training & ADI development.

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- Looking for the good points

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- 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?
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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 George Simpson on **07415 685864** or Stewart Lochrie our Scottish Ambassador on **07791 559318**





It's been a toss-up this month, between smart motorways and potholes, about what should be the lead story. And smart motorways won by a nose. According to the Mail on Sunday of April 16th, the rollout of these new roads is to be scrapped over safety fears. Following a campaign by the paper's sister the Mail, the Government has confirmed it will abandon all future schemes. Ministers decided last year to pause the development of 120 miles of smart motorway. Now Prime Minister Rishi Sunak has said: "All drivers deserve to have confidence in the roads they use to get around the country. That's why, last year, I pledged to stop the building of all new smart motorways and I'm now making good on that promise. People across the country rely on driving to get to work and take their children to school. I want them to be able to do so with full confidence that the roads they drive on are safe." The 'death-trap' roads - which replace the hard shoulder with an extra lane to increase road capacity - cover about 400 miles of England's motorways if both directions are counted. They pose a danger to motorists who have broken down and risk being hit by passing cars and have been responsible for roughly 70 deaths. However, in January last year the Government announced it would pause the rollout of any smart motorways for at least two years. The Department for Transport (DfT) has now announced that these 11 paused smart motorways, and three planned for the future would be cancelled. However smart lanes on the M56 (J6 to 8) and M6 (J21a to 26) will be completed as they are already over three quarters constructed, it was announced. The DfT also said scrapping the motorways will save taxpayers £1 billion and existing smart motorways will benefit from £900 million set aside for safety improvements. This includes plans to install 150 extra emergency areas as well as improving the technology to detect stopped vehicles. It makes you wonder who dreamed up the crack-pot ideas of smart motorways in the first place, does it not?

And so, to potholes. The Mirror of April 26th had a piece entitled 'Our road is the potholey grail'. It said that, riddled with 21 in just a 220-yard stretch, a leafy street has been branded the worst in the country for potholes. The uneven section of Petersfield Road in Bournemouth, Dorset averages one pothole every 10 yards. Cyclists and motorists have labelled the defects a safety hazard, as road users swerve at the last minute to avoid damaging their vehicles. Some drivers even mount the pavement, locals claim, making it dangerous for pedestrians and youngsters on their way to school. Resident Alexandra Stephens, 61, fears going over her handlebars every time she cycles down the street. She said: "The whole street is falling apart and crumbling away. Some are half a metre long and wide and deep enough for beer cans to roll in. If this is not Britain's worst road, then it is definitely in the running." Bournemouth council said it began repairing the potholes and other defects as soon as it received complaints. It said: "We encourage residents concerned about potholes to report them online." Well, there we all are then.

And the Mail of April 8th had a story that said that driving test bosses are cracking down on companies that exploit loopholes in the booking system to profit from the huge demand for scarce appointments. Some learners have been forced to pay as much as £200 - three times the normal price - because of driving schools bulk-buying test slots, while other companies are using computer 'bots' to snap them up as soon as they are made publicly available. Driving tests were banned during the pandemic, which has led to a backlog of almost 500,000. As a result, learners trying to book one face having to wait at least three months, with some areas fully booked for up to ten months. This has led to many who are desperate to get on the road to pay far above the usual £62 for daytime weekday tests and £75 for evenings and weekends. One major loophole

has been in part of the booking system that is for instructors, which allows driving schools to block-book dozens of slots at once. But because there were no checks on who signed up for the new service, third parties spotted the money-making opportunity. Having signed up as instructors and bulk-booked test slots all over the country, they then used websites and apps to sell them at inflated prices. Labour MP Afzal Khan, who has been campaigning for Government action after complaints about the system from his Manchester constituents, wrote to ministers demanding to know what action was being taken. In response, Transport Minister Richard Holden revealed that the Driver and Vehicles Standards Agency has stopped allowing new companies to block-book tests. All applications to do so, along with existing registrations will now be 'thoroughly checked', and any firms that don't employ driving instructors will be blocked. The DVSA is also clamping down on bots that can scoop up test cancellations as they become available, although it is still battling computer experts who work out ways to get around any measures that are put in place. Loveday Ryder, DVSA chief executive said: "We will continue to work tirelessly to crack down on companies exploiting learner drivers." Well, that's all good isn't it?

And the Mail of March 17th had a piece which said the use of 20mph speed zones in built-up areas has been thrown into chaos after a police chief admitted many can't be enforced. Giles Orpen-Smellie said the signs that have sprung up across the UK are 'usually advisory', meaning motorists who ignore them can't be taken to court. The Norfolk Police and Crime Commissioner told a public meeting: "It's extremely difficult for police to prosecute... if it goes in front of magistrates, they will throw it out." The response to a question at a Norfolk County Council meeting triggered consternation among road safety organisations. Liam Calvert, of charity Living Streets, said he was 'amazed' at the comment, adding: "I will be very keen to hear about the advice he has received from officers on the issue." And Rod King, director of campaign group 20's Plenty For Us. Dismissed the Tory commissioner's claim as 'absolute nonsense'. But Norfolk Constabulary revealed the force doesn't issue tickets for driving up to 30mph in 20mph areas. A spokesman said: "A zone can be introduced by a local authority without any permission being sought. However, this can create a significant issue for enforcement. If a zone is introduced without a traffic order [a legal document issued by the relevant highways authority] then the speed limit applicable will be 30mph." They said 'police action may be appropriate if there is clear evidence of significant non-compliance or injury collision', with the force issuing 38 tickets for motorists speeding in a 20mph limit since January 1st, 2022. The National Police Chiefs' Council said 'enforcement is a matter for individual forces'. Research has shown just one in 40 pedestrians die when hit by a car going at 20mph, compared to one in five at 30mph. However, a four-year study commissioned by the Government found that the zones, introduced in 1990, had failed to make roads any safer. And if you followed all of that, you are a better man than I.

And the Mail of April 10th carried a story which said that a road safety charity has called for mandatory driving test resits at the age of 85. It comes amid growing concerns over the 1.65million motorists aged 80 and over who are still on the road in the UK. IAM RoadSmart said a 'demographic timebomb' is ticking and an 'urgent' discussion is needed on how to maintain safe mobility for those in old age, including the 510 motorists aged 100 and over. The charity's warning comes after the inquest into the death of Kathleen Fancourt, 89, who was killed by a 95-year-old driver who ran a red light and crashed into her mobility scooter as she crossed a road in Chichester, West Sussex, in 2021. The DVLA's present system puts the onus on the driver to re-apply for their licence at 70 and every three years after, as well as to inform them of any medical condition that could affect their driving. But campaigners say that given the aging population, tighter regulation and widespread 'mature driver assessments are needed, particularly as the



closure of local facilities encourages more older people to cling on to their cars when it is not safe for them to do so. The rate of collisions for drivers aged 86 and over was 45 per cent higher than for the next most dangerous group, drivers aged 17 to 24, according to latest figures published by the Department for Transport. IAM RoadSmart's policy and research told The Sunday Times: "Older drivers have crashes when turning right, coming down slip roads and looking over their shoulders. They don't tend to have 'loss of control' crashes on bends on roads, like young people going too fast." Well, I'm much nearer in age to the first group than to the second, so I'm keeping my fingers crossed.

And the Mirror of April 18th had another piece relating to young drivers. It said that the rising costs of learning to drive are making it unaffordable. Learners pay £2,707 on average including a provisional licence, lessons, theory and practical tests. They are now paying 215% more for driving lessons than they did 30 years ago, a study found. Car insurance experts at Quotezone.co.uk are calling for more regulation. Greg Wilson, the firm's CEO, said: "Learning to drive is a rite of passage. The worry is that young people aren't getting the option to learn as rising costs are making it unaffordable." Well, there we all are then.

And lastly, the motoring section of the Mail on May 5th carried a story with which I heartily agree. It said that as criminals use ever-more sophisticated methods to steal modern cars packed with high-tech digital security, an old school piece of kit is making a remarkable comeback – the humble steering wheel lock. Thieves are using all manner of electronic scanners and relays to open car doors and fire up engines, yet a physical deterrent is proving to be one of the most effective deterrents. Why? Crooks don't like spending too long at the scene of their crimes. And the more time they spend trying to defeat a strong security device like a steering wheel lock, the more likely they are to be spotted and possibly apprehended. Prices range from under £20 for a basic Halford's own-brand single-bar steering lock (£14.99), to a mid-range Stoplock pro Elite Immobiliser (£59.99), up to £145 for a Thatcham-approved Disklok. Recent crime figures show that as the cost-of-living crisis bites, car thefts have risen by nearly a third, with the AA warning of worse to come as more people are tempted to turn to crime. Office for National Statistics figures show that the number of cars stolen soared by 29 per cent between September 2021 and the same month in 2022 when slightly more than 72,000 vehicles were reported. So, ladies and gentlemen you have been warned. Fit your steering wheel locks now!

And finally,

I accidentally smashed the rear-view mirror in my car the other day. But it didn't really bother me. In fact, I've never looked back.

Why do seagulls fly over the sea? Because if they flew over the bay, they'd be bagels.

Til next time,

Adrian

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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.

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- 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;



New online tool to check your drivers' theory test progress

DVSA's official publishers, The Stationery Office (TSO), is launching a new tool to help train drivers and riders through their theory tests.

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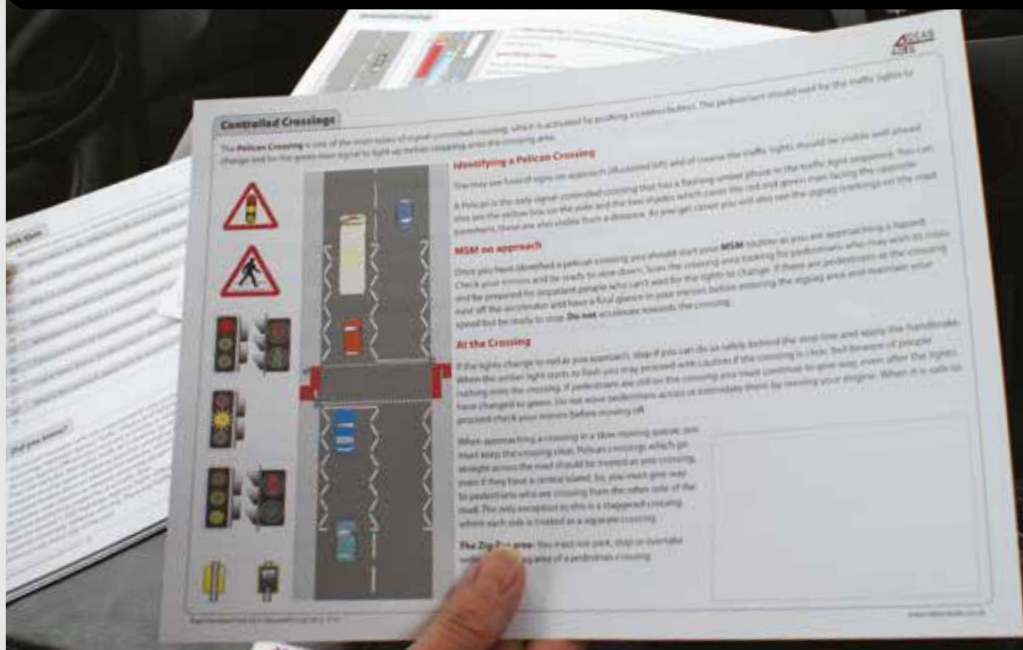
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TSO is hosting a series of webinars in April and May to show the new multi-user platform and demonstrate the existing eLearning resources.

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QUOTE

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