



# MEMBERS NEWS

Issue No: 200 - August 2023



*Welcome to our  
200th edition!*



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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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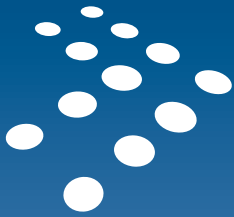
**We now provide driving tuition insurance**

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# Our Live Stage line-up has been confirmed!



*We're just 8 weeks away from the biggest event our industry has ever seen!*

Over the next few weeks we'll be sharing more information on what we've got confirmed to keep you busy all day at the show.

Our focus today is on the 'Live Stage'. A popular feature at previous shows is back and bigger than ever. With plenty of seating, you can drop in and out as you please, but please do arrive early if you want a seat for the most popular speakers.

## *A selection of confirmed speakers for our Live Stage*

We are delighted to announce that **Loveday Ryder, CEO, DVSA** will be the headline speaker at our national conference in October.



**Bob Morton - Director at Client Centred Learning.** Official register of Driving Instructor Training (ORDIT) registered Grade A Tutor. Ex Director of training for LDC, one of the UK's largest driving schools. Advanced driver and rider. Winner of the Institute of Master Tutors of Driving (IMTD) Trainer of the Year 2022.



**Mark Born - Head of Driving Instructor Training at AA Driving School.** With a career that spans three continents, Mark now heads up the AA Driving School Instructor Training Academy overseeing two great instructor training products combining in-car training, virtual reality, and the latest online learning experiences.



**Ray Seagrave - Owner of Ray Seagrave Instructor Training.** Ray is an industry award-winning trainer and public speaker. A grade 'A' (51/51) ORDIT Instructor trainer and grade 'A' ADI, his passion is helping ADI's and PDI's develop their client-centred teaching and coaching skills.



**Tom Stenson - Instructor Trainer at ORDIT-TRAINER.com.** Tom is an ORDIT trainer delivering PDI, ADI and train the trainer courses. He is also a member of the ADINJC training team & committee member.





**Lynne Barrie & Andrew Love - President & Head of Training at the ADINJC.** Lynne is the President of the ADINJC and 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 over many decades.

This session will help you understand the benefits for yourself and your students if you can be positive. It will help you to use positive words, phrases and thinking in your teaching and everyday life. It will help you push yourself further and address the negative thoughts your students often come to lessons with. Being positive is powerful, come and learn more about it with us.

**Andrew Love - Head of Training at the ADINJC.** Andrew is a director at Let's Instruct Driving Instructor Academy & Deputy Chair of the ADINJC, with extensive experience with in driver training & ADI development.



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# Mirror Scrabble Manoeuvre

Richard Bates @ Inclusive Driving



As instructors, we often talk about MSPSL and LADA. We string together a bunch of letters and expect our learners to understand it, and then get frustrated when they don't.

In this article, we'll discuss the various acronyms used to describe what can be called a system of driving. We'll show how various things overlap or mean the same thing, and how ultimately it doesn't really matter what you call it. So long as you're processing information and communicating with other road users, you can call it whatever you like.

**M<sub>3</sub> S<sub>1</sub> M<sub>3</sub>**

Back in the olden days, we used a simple system called MSM - mirror, signal, maneuver. This essentially meant that for any action you were about to take, you needed to check your mirrors (you should probably look forward and to the sides as well), signal with your direction indicators or brake lights (or an old-fashioned arm signal), and then make your move.

The Driver and Vehicle Standards Agency (DVSA) decided to take out the word "manoeuvre" because nobody could spell it correctly, and break it down into a further three steps: MS-PSL.

**M<sub>3</sub> S<sub>1</sub> P<sub>3</sub> S<sub>1</sub> L<sub>1</sub>**

Thus, "manoeuvre" was changed to "position-speed-look," and we arrived at MSPSL, which is what most driving instructors are probably using today. That's great; it's not too much to remember: MSPSL.

The problem is that it isn't a sequence. Of course, checking mirrors is a great idea before whacking your indicator on. But is that it? Does that mean you can now just change lanes?

No, we need to put "mirror" in there again to see how other road users have responded to our signal.

Great, we've now changed lanes, but what about the fact that we now need to slow down for the roundabout? Can we just slam the brakes on because we checked it was okay five seconds ago?

No! It's another mirror check. So let's put "M" in there again. Oh, but now the car behind is coming quite fast, so let's put our brake lights on early. Ah, that's another "S" for signal.

But now we see that our lane is splitting into two, so that's more mirrors and maybe more signal.

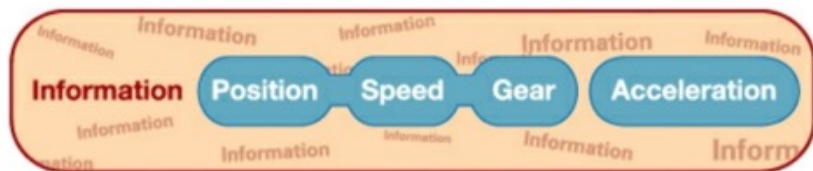
**M<sub>3</sub> S<sub>1</sub> M<sub>3</sub> M<sub>3</sub> S<sub>1</sub> M<sub>3</sub> P<sub>3</sub> S<sub>1</sub> M<sub>3</sub> L<sub>1</sub>**

Then, just because they still had lots of Scrabble tiles left, the DVSA changed "L" for "look" into LADA: look, assess, decide, act. So now we're trying to get pupils to remember MSPSLADA. But remember: based on your "D" for decision, "A" for act might actually turn out to be "A" for don't act. Or is that "D" for don't act? And also, if you are driving a manual car, you'll need to stick "G" for gear in there somewhere near "S" for speed too.

Roadcraft, the police driver's handbook, doesn't use MSPSL or MSPS-anything: it uses IPSGA. Well, actually IPSGA is pretty much the same as MS-whatever, just with different words for the same actions, and a more fluid application of the sequence.

Oh, hang on, no! IAM-Roadsmart specifically says that one action cannot overlap another. I'm confused again!

Here is the graphic from Roadcraft; it shows that information is a continuously evolving process, and "position-speed-gear" does look like a flowing sequence.



But even IPSGA isn't the end of the story: Roadcraft has got Scrabble tiles to spare too, so it breaks up information into:

- Taking information: that's a bit like mirrors
- Giving information: that's like signals; and remember that your speed and position are also a means of signaling (that's just messed up the lovely sequence, hasn't it!) and
- Using information: Which I guess is a bit like look, assess, decide, act.

So, what's my serious message here? My message to you is that it doesn't matter what you call your system of driving. Call it MS-PS-whatever, or IPSGA. You can call it Gertrude if it means something to you and your learner.

And there is no sequence. It's a mush of things all to be done in whatever is the most appropriate order for the given circumstances. The important points are always that, you must consider three things:

- Checking that what you want to do is safe
- Telling people that you are going to do it
- And then doing it (or not doing it, if a subsequent check means it's no longer appropriate to do it).

Oh look, we're effectively back to "mirror-signal-manoevre" (← which is spelled like that).

*Richard Bates is an ex-nurse who runs Inclusive Driving, specialising in teaching drivers with disabilities. He is also chair of South Staffordshire Association of Driving Instructors*

## *Report of joint quarterly meeting with DVSA held 12th July 2023*

The DVSA and NASP meet on a quarterly basis – this was the third meeting of the year. The meeting was attended by seven representatives from the DVSA and the three NASP associations. The purpose of this meeting was for the DVSA to provide an update on the following topics:

- Driver recovery
- Driver policy
- ADI registrar
- ADI examiner
- DVSA “Ready to Pass?” campaign

The DVSA and NASP both discussed and provided updates on action points noted at previous meetings. The points are as follows:

- Relationship managers – the DVSA is working on a proposal to introduce a relationship manager scheme in the autumn for key stakeholders.
- Organisation chart – NASP has requested an organisation chart highlighting ADI area managers, heads of departments and what their teams do, operational managers (including how many areas there are), LDTMs and key members of staff at DVSA. This has been agreed to be created by September 2023.
- Test centre open days – the external affairs and communication teams are waiting for the proposal to be reviewed by senior team.
- DVSA and NASP agreed to hold an in-person workshop on 1st August 2023.
- Booking driving test and learner behaviour – DVSA and NASP are working together to create a follow up blog to the one posted on 6th July about driving test waiting times.
- Behavioural change workshop – DVSA and NASP agreed to hold this workshop at the end of November/early December. NASP to provide DVSA with dates.
- ADI investigations on GOV.UK – DVSA met with CFI team (who conduct investigations) and it was agreed that basic guidance will be published on gov.uk and request has been made.
- Terms of reference – DVSA and NASP agreed to a 7 day deadline to provide the meeting agenda and action log ahead of quarterly meetings.

### *Driver services update:*

Waiting times for booking a driving test remained high in May, with the average waiting time recorded as 17.3 weeks. The DVSA is aiming to reduce waiting times to 12 weeks by the end of the financial business year (31st March 2024).

There is 7% (100,000 tests) more demand for driving tests this year, caused by the impact from industrial action and having reduced capacity to provide these tests. The DVSA ensured it ringfenced a number of tests for learners who were affected by the industrial action so that learners could reschedule their tests as close to their original driving test as possible.

The DVSA has seen a change in booking behaviour following the Covid-19 pandemic. Prior to the pandemic, the average customer would wait until their ADI confirmed they were ready to sit their driving test, however, ADIs have recorded an increase in the number of learners who book their tests before they have started learning to drive. This means there are a high number of tests that are not ready to be delivered. The DVSA lost 1 million driving tests since the Covid-19 pandemic but have since made these 1 million driving tests available again. The DVSA confirmed it has delivered 550,000 of those tests and the remaining 450,000 are available.

The DVSA has been actively encouraging driving examiner recruitment by running a large

recruitment campaign to attract high quality and a diverse range of driving examiners. Since April 2021, there have been 474 examiners who have entered active testing. The rate of examiner attrition is 15 per month.

The DVSA has procured new software in the deployment teams to help book driving tests for driving examiners who work on a shift or part-time basis. This should increase the number of available tests and release these tests further in advance, allowing flexibility for both driving examiners and learners.

### ***Driver policy update:***

#### **BOTs:**

The DVSA and NASP discussed how they can work together to improve the support and guidance ADIs need to encourage learners and change booking behaviour back to pre-Covid-19 behaviour.

The DVSA is targeting businesses that have breached their booking terms and conditions. So far, 177 businesses have been suspended from using the DVSA booking service. IT and technology teams at DVSA are clamping down on parties using IP addresses that are problematic. DVSA welcomed ADIs who informed them about phishing scams and fraudulent activity.

DVSA and NASP discussed the potential of enforcing penalties against learners, ADIs and third parties who abuse the system.

#### **Booking behaviour:**

The DVSA plans on posting a blog on the 'safe driving for life' website, which will target young learner drivers and will encourage them to book their driving tests when they are ready.

The DVSA is going to gain more data and insight from learners who have received their driving test results by adding additional questions to the ongoing satisfaction survey in the test result email.

### ***ADI registrar update:***

Not all ADIs are aware of the national standard. The DVSA and NASP discussed how they can work together to educate ADIs about how to improve their standards through CPD courses, what CPD is and where CPD can be accessed. Before any changes to the standard checks are introduced, the DVSA and NASP want to ensure ADIs are better prepared.

#### **Criminal records:**

DVSA informed NASP that their criminal record check supplier recently moved their contact centre. This has resulted in the supplier not being able to answer questions or provide relevant information. Weekly meetings are taking place between DVSA and their supplier. The DVSA will update NASP once this issue has been resolved.

#### **ORDIT:**

A number of NASP members asked for clarification around the number of ADIs that are allowed to register for ORDIT – it was previously believed to be a maximum of 150 members. The DVSA confirmed there is no limit on the number of approved ADIs on the register and encouraged as many ADIs to join as possible to increase the standard of instruction. DVSA will be working to educate ADIs about ORDIT and help those who apply to be better prepared.

#### **ADI examiner update:**

The DVSA is actively recruiting from the driving examiner workforce. There are 5 newly trained ADI examiners and they are in the process of recruiting another 10 to train in September. The DVSA offers an intense training programme which includes 5 week residential training and ongoing development opportunities following the programme. The DVSA is aiming to recruit a further 15 ADI examiners next year.

#### **TIP:**

There are currently 39,550 registered ADIs (March 2023). Since the changes to the parameters in May 2023, the DVSA has seen a positive reduction in the number of ADIs hitting 4 parameters. There are now 4,200 ADIs hitting that target compared to 10,000 ADIs before the implemented changes were made.

>>>



## **Engagement calls:**

DVSA have delivered 4,624 calls in total. The feedback on engagement calls remains positive and the DVSA continues to receive calls from ADIs requesting an engagement call to have their standards check.

## **ADI performance reports:**

The DVSA receives around 100 requests per week. They have been working with Government Digital Services to improve the way ADIs can request their data. DVSA will be working to promote the new online form (Request your Approved Driving Instructor (ADI) Driving Test Data Report) for ADIs to complete.

## **Book to hold:**

If there are no suitable available tests, then the PDI can pay for a test and put it on hold (they will provide a preferred test centre and date) Deployment will then allocate a test.

The DVSA confirmed that part 2 figures are currently 480 and part 3 are currently 396. The DVSA is working towards a target for all PDIs to be offered a test within 15 days of joining the hold list. They are currently ahead of target and offering tests within 11 days of joining.

## **Ready to Pass update?:**

DVSA and NASP will be holding a behavioural change workshop on 1st August. Topics of discussion will include:

- Encouraging ADIs to complete CPD
- Encouraging ADIs to sit in on driving tests

## **Working as a Driving instructor results:**

14.7 % of all ADIs responded to the Working as a Driving Instructor survey. The DVSA will publish these results early August.

## **Barriers to taking mock tests:**

Recent survey feedback highlights that learners are reluctant to sit a mock test for the following reasons; its too expensive, they have already taken a real test and failed, learners are happy to watch a YouTube video and their ADI did not offer a mock test.

The DVSA is working on creating guidance for learners who want to take a mock test.

## **NASP update:**

NASP asked DVSA to consider updating the 'find driving schools, lessons and instructors' page on GOV.UK to display if driving instructors offer manual and/or automatic training and mock tests for learners.

The DVSA said that this work will need to wait and be discussed as part of our future conversations with NASP and wider industry about making better consumer information available to learners and their parents.

NASP also requested an updated version of the key main areas of failure/underperformance of ADIs on Standards Checks/Part 3s as members find this information useful and it can be incorporated into CPD in this area to help trainers work on any issues. This will be discussed as part of workshop we are holding with NASP on ADI qualification process in October.

## **Future meetings:**

The next DVSA and NASP quarterly meeting will take place on 7th November 2023.

## 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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### *Speeding is “selfish, unfair and it puts so many lives at risk”*

A series of videos, revealing the real-life stories of the victims of speed-related road crashes, have been released to mark National Road Victim Month.

The films share the accounts of six crash victims and bereaved family members, whose lives have been impacted by speeding drivers.

Funded by the DfT, the videos were produced by RoadPeace, the national charity for road crash victims, to challenge society's acceptance of speeding and to strengthen crash victims' voices.

Excessive and inappropriate speed is a major contributory factor in road collisions. Yet, according to RoadPeace, many road users do not think twice before exceeding the limit or driving too fast for the conditions.

The films feature:

**Lucy Harrison, from Redditch** – her brother Peter Price, was killed by a speeding hit and run driver, travelling at 93mph

**Harriet Barnsley, from Birmingham** – she suffered life-changing injuries and her best friend, Rebecca McManus, was killed by a speeding driver, travelling over 100mph

**Tesse Akpeki, from Wembley** – her brother Tony was killed by a speeding hit and run driver

**Steve Booth, from Leicester** – his wife Annette was killed by a speeding driver

**Mandy Garner, from Essex** – her daughter Anisha was killed by a speeding hit and run driver, travelling at more than 60mph in a 30mph zone:

**Mandy Gayle, from Wolverhampton** – her father, Hopton, was killed by a speeding hit and run driver

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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**  
or email [secretary@adinjc.org.uk](mailto:secretary@adinjc.org.uk)

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# Points of View:

Lynne Barrie ADI, ADINJC President



*"We don't see things as they are; we see things as we are"* **Anais Nin**

*"You never really understand a person until you consider things from their point of view".* **Harper Lee**

To help people learn to drive we have to be good communicators, it's a tool that all ADIs need to be successful. Our clients can see things differently and the more we can understand that concept the better our communication with them will be.

I'm sure you know the image of two straight lines of equal length which at first sight seem different or the picture of the candlestick which some people see as two faces. They show us that things are not always as they first seem. Consider a crash where police ask for witnesses to describe what happened. They like to have as many witness statements as possible so that they can build up enough evidence to give them a broader, realistic version of events. The driver of one vehicle will have one view, another driver or passenger can see it differently. Each witness of the crash will have a slightly different perspective, depending on where they were, their view, how much danger they felt they were in and how the accident affected them.

The principle is the same with everything that occurs in our lessons: each situation, event, conversation, means something different to all those involved. We give different meanings, according to our belief systems, and how we are affected by the event. We look at situations and interpret what other people say and do, according to our own set of past experiences, culture, faith and values. The meaning we give events, the way we make sense of our world, is based upon our set of core beliefs.

**Our core belief system is made up of:**

- What I think about myself
- What I think about others
- What I think about the world

**It is influenced by:**

- Childhood upbringing
- Our culture and faith
- Past experiences and values
- Character traits, including genetic influences
- Current circumstances

Seeing events from different perspectives will help to reduce distressing emotions, help us feel more confident, enable us to be more understanding and empathic, and improve communication. Changing our perspective is a very valuable tool for understanding a situation better and avoiding false views. Adopting a different perspective can make things clearer and show us which factors are relevant and which are not.

Perhaps the most important situation in which we benefit from looking at things from a different viewpoint is when we try to see something from another person's shoes. This can be valuable in resolving arguments, avoiding offending people and in convincing someone of a point. If we want to change someone's opinion about something, it is very useful to look at the question from their point of view and imagine what challenges might be effective.

So when could seeing things from another person's point of view help us daily as an ADI? Put simply, all the time. We need to ask ourselves are we actually seeing the same "view" that the pupil sees when we talk to them and give feedback. Are we talking about the same vehicle, have we seen any safety critical incidents in the same way? Don't just assume it is. Consider some of the questions marked on a Part 3 or Standards Check.

- Was the pupil encouraged to analyse problems and take responsibility for their learning?
- Were opportunities and examples used to clarify learning outcomes?
- Were the pupil's queries followed up and answered?
- At the end of the session – was the pupil encouraged to reflect on their own performance?
- Was the trainer aware of the surroundings and the pupil's actions?
- Was sufficient feedback given to help the pupil understand any potential safety critical incidents?

**Key words above are:** problems, clarify, sufficient feedback, queries, encouraged to reflect, aware, and understand. All of these are instances where we must be sure we understand how the pupil perceives what has happened and the best remedy or way forward. When we discuss incidents that have occurred ask about them with genuine curiosity and interest. Challenging their beliefs at times with questions such as:

### **Why is that?**

I don't see it in the same way as you do; can you tell me more about how you reached that conclusion? I'm interested in understanding more.

Please can you explain what I'm missing from your point of view?"

I have even shown pupils some of the different perspective drawings in lessons to show them people see things differently from each other if they don't understand a reaction from a pedestrian or another motorist. Allow the pupil to make progress on their own terms. You may hear them say something like: "That could work" or "I can see that could help me".

### **Feedback for safety critical incidents:**

**What** went wrong, if they made an error what was it. Was it lack of knowledge, skill or understanding that caused it? Were they distracted? Did they feel vulnerable for some reason at the time? Were there any emotions involved that were important in the incident?

**Why** did it happen, what was the cause? What risks were there? What would have happened if they were on their own? Look at the benefits of doing it differently, rather than just investigating the consequences. To avoid the consequences first they need to know what happened.

**How?** Take them back in their mind and help them paint a picture of the incident. If they could replay that moment how would they do it? Ensure they know what to do if it happens again.

Allow pupils to learn from their experiences, we can all learn to see things differently and this will help the learning to be a positive experience.





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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+
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- Cover for modified vehicle (dual controls, sign written, disabled equipment, dual speedo)



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# Role play

Tom Stenson



There seems to be a negative perception in our industry when it comes to role play.

From discussions with trainees and qualified instructors, I believe this negativity mostly comes from previous experiences. I have heard many stories of trainers overloading the trainee with incredible faults designed to show how good the trainer is - in reality, all this does is demonstrate the trainer's poor level of understanding of role play and client centred learning. This poor level of role play is then passed down and transferred when that trainee goes on to train others.

## So, what can we do to break the cycle of poor role play?

Although Unit 6.6 of the national standards sets out guidance on developing and implementing a program of role play, I have put together a few tips for those who are moving into instructor training and looking to improve their role play. Before I do so, I feel it is important to define what role play is. It consists of both portraying a character and simulating faults. These can be done together or separately. This means that even if we are demonstrating faults to a trainee, without pretending to be a learner, we are still "playing a role".

### Tip number 1: clarify when you are in and out of role.

My first tip is making sure the trainee knows when you are in and out of role. Although this is about making sure the trainee is not confused, it is also a risk management precaution. I would not want a trainee intervening unnecessarily because they thought I was role playing a fault.

How this is done is up to you and the trainee. Simply saying "in role" or "out of role" could be sufficient. If you are planning on giving directions whilst in role, agree with the trainee how you will do this. This could be by raising your hand to signify you are out of role. However you choose to do this, make sure the trainee understands and agrees with what is expected.

### Tip number 2: use your own name!

Far too many times I've heard of trainers getting their trainees to call them by a different name when in role. This really is not needed and often will only confuse the trainee more. If we are using tip number 1 correctly, there should be no need to change names.

### Tip number 3: practice observing the trainee.

Just as we would be aware of a learner's actions on a driving lesson, it is so important that when you are in role, we are aware of what the trainee is doing and where they are looking, as well as all round awareness. Building your skills and using peripheral vision will come with practice. If this is a struggle, you can try using an extra mirror positioned on the right-hand side of the windscreen, so you can see when and where the trainee is looking.

### Tip number 4: keep it real.

Role play should be used to build up the trainee's experience and confidence, not reduce it. Role play should be relevant for the trainee's needs whilst being credible and realistic. There is no need to use unrealistic faults that are unlikely to happen on most driving lessons. This does not mean a discussion can't be had about what "could" happen, and what you have experienced.

### Tip number 5: safe fault simulation.

When simulating faults, we must not commit faults that contravene the rules of the road or put other road users in dangers, especially vulnerable ones. Verbal simulation of high-risk faults are a great way of managing the risk. An example of this could be; I have identified that there is no safe gap in which to emerge out of a junction, so whilst in role I could say something like "I can go after this red van". I could also increase the revs of the engine as to simulate getting ready to move off. All of this is done with no intention of pulling out in front of the van, but the potential safety critical fault has been simulated.

Successful role play is a valuable tool for any instructor trainer, and when delivered safely and successfully can be a valuable experience for the trainee.

For more information on role play, please refer to unit 6.6 on page 28 of the national standards explains what is expected.



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# The Standards Check/Part 3 Exam

David Allen - Chair of the Birmingham Group



*This is the first interpretation of 17 Sub competencies of the Standards Check / ADI Part 3 examination.*

The first one I am going to start with is the first one:

**Did the trainer identify the pupils' learning goals and needs.**

This sub-competence can be explained by reading page 80 of ADI 1. The link to this document I will include to the bottom of this article.

However, to be honest, I was never sure what it meant, so I am going to give you my own interpretation of it.

The first and most important point about this sub-competence is that you must be client-centred, but not client lead.

What I mean by that is that your pupil might have their own goals for the lesson, but it might not be what they need.

For example if your pupil might say "I want to do the parallel park today, as I like doing it".

However, your pupils' use of mirrors is non-existent when changing lanes on dual carriageways.

I would want my pupil to be working on this goal (mirrors) as it is what they need, not what they want!

Your pupil needs to be encouraged to work on something that matters to them, even if they do not realise it.

Also, remember your goal needs to be specific.

What I mean by that is, if a pupil wants to work on dual carriageways, what aspect of dual carriageway driving do they want to improve.

For instance, do they want to improve their:

- Lane changing
- Lane positioning/discipline
- Joining via a slip road

- Joining via a central reservation (with varying width)
- Following distance
- Making progress
- Or forward planning.

The list is quite long as I would suggest picking one at first, so your pupil and you are focused on that area of their driving.

Also, their goal needs to be SMART:

- S- Specific
- M- Measurable
- A- Achievable
- R- Relevant
- T- Timely.

Also, the sub-competence of “Did the trainer identify the pupils’ learning goals and needs” is linked with the other sub-competencies.

For example, the sub competence of “Was the trainer aware of the surroundings and pupils actions” under risk management requires you to watch your pupil.

If you are not watching your pupil, how do you know what they need to work on, especially if they are not using their mirrors properly.

Next time, I will be explaining the next sub-competence under lesson planning.



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



- The War on the Motorist
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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

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or email [secretary@adinjc.org.uk](mailto:secretary@adinjc.org.uk)

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# Reflection

Liam Greaney - Driving-Pro Limited



If you have done any of the Standards Check courses with Andrew Love one of the things he will point out is that our driving needs to be of a high standard.

While as teachers/coaches of driving this should be something that we all aspire to. The real benefit is when your pupil does something wrong it will stick out like a sore thumb. It will not feel right.

I had a trainee instructor who failed his Part 3 on risk, because his driving had gone back to what it was before we started his Part 2 training. He did not see the need to keep the standard up.

I did subsequently get rid of him which for me was an awful experience as I have never had to do that before. It felt a bit like what I imagine committing your first murder must be like.

The point here being that if he had kept his driving standards up, we would have likely had a different outcome on his Part 3 and possibly a different outcome with him working with myself and my colleagues.

This leads us to where we now say 'drive the way you teach, and teach the way you drive'. Besides knowing instinctively when something is not right with your pupils driving, you will be aware of the advantages of driving in a safe, smooth and systematic way.

You will be your own advert for safe driving. You will see the advantages above and beyond passing a driving test and be able to put them over in a convincing way to your pupils.

I was followed the other day by an ADI who had his roof sign up advertising his services. He was tailgating me, arm out the window smoking a cigarette. Draw your own conclusions about an instructor like that!

Assuming we want to keep our driving standards up, and over and beyond what is required for a Part 2 what can we do?

Taking and passing advanced tests is very good. It's nice to be able to say you are a RoSPA Gold . They will retest you every three years so that should help keep you on your game. The process of testing should serve to remind you what your pupils go through.

Commentary driving forms part of an advanced test. A lot of us use it with our pupils. One of the reasons given for commentary driving is that it forces more awareness on the person giving the commentary.

There are other reasons of course, but it does raise the game of the person giving the commentary. But if commentary is a process of looking forward and dealing with things, it is more about awareness and is external.

So what about our internal thought processes. Can we change the way we drive, can we change the way our pupils want to drive. They will do it the way we tell them in order to get them through the test. But what about after the test. How can we get them to commit.

I particularly like reflection. It does not cost anything which I definitely like. But what I get from it when I do it, is some deeper thoughts about what I do. It's the process of writing it down and answering questions that makes a difference. Having written it down, I now own the process and the conclusions.

Searching for the right words to express yourself will challenge you. It will take more effort and this will make you own it. We are all lazy so find excuses not to do something. Even the writing of this article has changed the way I thought about it.

If something happens on the road like a near miss or worse still an accident, have a think about it and process it. Next go through the reflection cycle. The questions asked in the cycle should concentrate your mind. As you write stuff down you will find that you are articulating in different ways than when you just thought or talked about it. It will make you a better driver or instructor.

In terms of dealing with our pupils how many of us just pay lip service to the section on the SC/P3 marking sheet 'At the end of the session-was the pupil encouraged to reflect on their own performance'. Have a think about how you handle that competency with your pupil.

There is a particular reflection cycle called the Gibbs Reflective Cycle. What I think is useful in Gibbs is that there is an emotional element in it, that refers to feelings. We are all creatures of emotion who justify what we do by logic.

In Gibbs the questions under each phase can be more or less as the situation demands it. You can use this process in many walks of life.

Each phase is described along with some of the questions that could be asked. I then follow with an example from an incident that happened to me on the A27.

>>>



# Reflection

Liam Greaney - Driving-Pro Limited



Writing out this example was a useful exercise.

## Description

- What happened
- Where did it happen
- Who was there
- What was the outcome
- Why were you there
- What did you want to happen

## Feelings

- How did you feel before it happened
- How did you feel during and after it happened
- What do you think other people think about it
- What do you think about now

## Evaluation

- What was good and bad about it
- What went well and what didn't go well
- What did you and other contribute

## Analysis

- Why did it happen
- What do you make of it
- How can I understand it

## Conclusion

- What have I learnt from it
- What else could I have done
- What skills would let me deal with this better

## Action Plan

- If that happened again what would I do differently
- How will I develop the skills to act differently
- How can I make sure that I act differently next time

## *My Example*

### **Description:**

I was driving to pick a pupil up, on the A27 Dual Carriageway heading toward Chichester. I was in the middle lane driving between 60-70 mph overtaking some slow moving traffic that wanted to turn off for Havant. A very fast moving car came from the outside lane and cut in front of me, missing me by inches before they took the Havant turn off.

### **Feelings:**

Before it happened I wasn't thinking about much at all. As it happened I thought WTF! It was a big adrenaline dump.

### **Evaluation:**

It was good that we both survived. I think that even a small bump at those speeds would have had both cars rolling.

### **Analysis:**

Maybe the other driver was racing someone or could have been late for something. Sometimes life's lottery wins are not what happens to you, but what does not happen, like that other driver just missing me.

### **Conclusion:**

Most bad driving is just that, it's just done badly. But drive badly often enough and something will catch up with you. I'd like to think the other driver has learnt a lesson from it, but I doubt it. I remember that he had a look on his face that he was enjoying the speed.

### **Action Plan:**

There is nothing I can do about speeding drivers but I can be more careful in places where their speed may cause me problems. In this particular case at exits off fast moving roads. Just thinking about the idiot that nearly killed me should make me more careful at slip roads.

You may or may not agree with what I have written here. You might have used more questions or maybe reached different conclusions.

But I will certainly be more aware at junctions on fast moving roads. I could have read that advice somewhere, someone has probably told me that in the past. The process of writing out the above incident has certainly made me own the thought.



## September

**Monday 11th September 6-8pm**

**Bringing fun into the Standards Check-Part 3 Online workshop.**

**£35 members £42 lite members – Online**

The workshop will explore how to make your Standard Check or Part 3 fun for all in the vehicle. Often when being assessed both the trainer & driver are nervous, the session is designed to develop knowledge, teaching & delivery skills to help compensate for this.

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## October

**Monday 9th October 6pm-8pm**

**Understanding the Mock Test**

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The driving test is different from normal driving lessons because the candidate is driving on their own, without any interventions from the passenger. During the session the differences will be discussed, highlighting the benefits of re-creating what it would be like during the driving test.

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The course is designed for those already on ORDIT with an assessment pending or those who wish to 'Move On Up' to the scheme.

When training ADIs & PDIs, its important to have a structured course, which includes teaching skills, driving skills & understanding of the legal requirements, to ensure the trainee is fully prepared for the current training thinking.

**Early Bird discount £10 off until 24th Sept use code EBD MOU23**

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**Monday 13th November 6pm-8pm**

### **Understanding How Client Centred Learning Influences the Standards Check & Part 3**

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The aim of this course is to demonstrate how a client centred approach can influence your Standards Check or Part 3.

The session will include discussions, videos & demonstrations to highlight the benefits of CCL.

**Early Bird discount £5 off until 10th Oct use code EBD CCL23**

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There are limited places on these courses, so to ensure that you secure you spot on both sessions, please go to [ADINJC Shop](#) on the website.





There was an interesting story in the Mail of July 25th. It said that Rishi Sunak is poised to order a review of the controversial 2030 ban on new petrol cars. Government sources say the Prime Minister is 'open' to a rethink amid mounting concern about the impact of costly green policies on household budgets. Signalling a shift in approach, the PM said that in the future, the UK's net zero ambitions would be pursued in a 'proportionate and pragmatic way that doesn't unnecessarily give people more hassle and more costs in their lives'. Mr Sunak ducked questions about whether he remained committed to the 2030 ban on new petrol and diesel cars. But a government source said: "It is fair to say he would be open to reviewing it. There is no review at the moment, but he wants to make sure we are always taking a proportionate and pragmatic approach, particularly as we are way ahead of a lot of other countries on a lot of this green stuff, including vehicles." Well, that's as clear as mud is it not?

---

And the Mail of July 28th followed that up with a piece which said that the Tory hopeful taking on Sadiq Khan to be Mayor of London has said a government ban on new petrol cars "is not going to happen". Susan Hall, who was chosen earlier this month as Conservative candidate for London mayor, became the latest senior Tory to pile pressure on Rishi Sunak to drop the 2030 ban on new petrol and diesel cars. The Government's target is designed to speed up the switch to electric vehicles as part of efforts to achieve net zero carbon emissions by 2030. But Ms Hall, who will face Mr Kahn in the May 2024 election, told the Spector newspaper that the proposal was not achievable. She said: "I think 2030 is not going to happen. We haven't got the charging points, there are so many issues. It is an admirable aim, but I don't think it will work." Asked if she would be prepared to defy No 10 on the 2030 target, she added: "yes, I'd be speaking up for Londoners 100 per cent." Well, I am a former Londoner and I say hear hear!

---

And the Sunday Times of June 24th had a piece which said that petrolhead Rowan Atkinson owns an electric car, but now feels 'duped' and argues that motorists should simply keep their cars for longer to save the planet. He found global fame as Mr Bean, driving round causing chaos in his green Mini. In real life, though, Rowan Atkinson is a bona fide petrolhead with an enviable collection of classic cars, from Bentleys and BMWs to a Rolls-Royce and an Aston Martin. Now, the actor and comedian has turned his attention to the less glamorous classics on the road, imploring people to make their vehicles last for longer to reduce their impact on the environment. Atkinson, 68, criticised the "fast fashion" culture of car-buying these days, saying we keep new cars for an average of three years before choosing a new vehicle, "driven mainly by the ubiquitous leasing model". He added: "This seems an outrageously profligate use of the world's natural resources when you consider what great condition a three-year-old car is in. You can now make a car for £15,000 that, with tender loving care, will last for 30 years. He urged car owners to increase the number of years they kept their current cars and, unless they had an "old diesel" in a city centre, to hold off from ditching their petrol vehicle in favour of an electric one until better technology had been developed. I tend to agree.

---

And the Mail on Sunday of June 11th had a story which said that electric bicycles should have number plates and their riders ought to be insured because they present a danger to pedestrians when ridden too fast, MPs and campaigners have warned. They want them brought into line with other vehicles, given the damage that can be caused if a powerful e-bike hits someone. Some can weigh twice as much as a conventional bicycle and, although most are restricted to 15.5mph, kit

can easily be bought online to soup up the motor, so it hits 'potentially lethal' speeds. Critics say the law is ridiculous and out of date, with the rollout of 20mph zones providing fresh justification for cyclists to be legally obliged to abide by the speed limit. I heartily agree.

---

And the Mirror of July 24th had a piece that (at the age of 76) I was pleased to read. It told how the green man will stay lit up for at least an extra second at pedestrian crossings to give an ageing and increasing overweight population enough time to cross the road. The current 6.1 seconds allows people to navigate both lanes at an average speed of 1.2 metres per second – but many now struggle to move that fast. So they will get 20% more time with an increase to 7.3 seconds allowing them to cross safely at one metre per second. Department for Transport guidelines note: "A lot of infrastructure is aimed at the average person, but the number of people excluded by that is growing, so we have to tackle it." The guidelines, written by Active Travel England chief Brian Deegan, are aimed at encouraging people to walk instead of using their cars. They add: "If we don't give people enough time, they are going to feel they can't leave their own house if they don't have a car. We are going to have to meet people where they are. That means local authorities might need to think about extending crossing times." University College London figures from 2013 revealed 76% of men and 85% of women failed to cross roads before the green lights faded. The average speed of participants in a survey was 0.9m per second for older men and 0.8m per second for older women. Well, there we all are then.

---

And the Mail on Sunday of June 11th had a story with the headline 'Licence to rust! Bond's 45-year-old Mercedes is put on the market (ejector seat not included)'. It said the iconic 007, Sean Connery drove some of the most memorable cars in Hollywood history. Who can forget the gadget-laden Aston Martin DB5 in Goldfinger and Thunderball – complete with revolving licence plates, bulletproof windshield, machine guns, oil-slick and smoke-screen devices, plus passenger-side ejector seat. In Dr No, his first movie as James Bond, he raced around Jamaica in a Sunbeam Alpine convertible, while a bright red Mustang Mach 1 was the star of Diamonds Are Forever. In real life, however, Sir Sean was rather more conservative in his choice of a personal motor. In 1978 he bought a white Mercedes 300SD which he drove for ten years before giving it to his brother. Now a rusty wreck, the current owners have put it on the market and it's attracting interest from Bond fans around the world. Described as a 'restoration project', the 45-year-old vehicle has little of the glamour associated with a Bond car – the paintwork is battered and grimy, there is rust on the wheel arches and roof, the upholstery is stained, and the rear bumper is hanging off. Not one for my classic collection then!

---

And the Mirror of July 28th had piece which told how a drunk driver was clocked at more than 100mph heading the wrong way on the M4. Alexis Moore drove his Mercedes A200 AMG at up to 106mph on January 9th. He ignored several police signals to stop, finally pulling over at 3am. Moore, 62, told police he did not know he was on the wrong side of the road. Swindon court heard a doctor had told him not to drive due to his alcohol-related dementia. Already convicted of being in charge of a vehicle while unfit, Moore got 16 weeks' jail, suspended, for dangerous driving. Recorder David Chidgey said he was lucky there had been so little traffic. Moore, of Didcot, Oxon, got a four-year driving ban but vowed to quit for life. You couldn't make it up, could you?

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And the Mail of June 10th had a story which told how police chasing a van being driven erratically were surprised to discover the driver was a four-year-old boy. The youngster was steering the vehicle and tooting on the horn while his father Patrick Kearney operated the pedals, Teesside



Crown Court was told. Officers received reports that the van was repeatedly swerving as it drove through Darlington, County Durham. Kearney, 41, was believed to be under the influence of drugs and alcohol during the incident. Police arrested Kearney, of Darlington, who behaved in an offensive and aggressive manner, the court heard. He admitted child cruelty, dangerous driving, refusing to give a specimen of breath, driving while disqualified, driving without insurance and using offensive words and behaviour. He was jailed for 16 months. Kearney had amassed 42 previous offences, including multiple offences of wounding and carrying an offensive weapon. Good grief!

---

And the Mirror of July 28th had a piece which said a petrolhead grandad is still driving around in the Morris Minor he passed his driving test in nearly 50 years ago. Greg Hoar, 64, inherited the classic two-door British car from his gran, who bought it new in 1967 for £628 - £10,000 in today's money. The delighted 17-year-old passed his test in 1976 and has driven it since, clocking up almost 200,000 miles on trips across the UK. Greg's wife Nicky and their two children, Emily and Peter, all learned to drive in the grey Morris Minor. Emily was even taken home from hospital in the car nicknamed Moggie, as a newborn baby in 1986. Now Greg's grandson, Joseph, 14, is "eyeing it up" for when he is old enough to drive. Greg, a haulage consultant from Corfe Mullen, Dorset said: "It must be quite unusual to find someone who is still driving the car they did their driving test in so many years ago." Over 1.6 million Minors were produced by Morris Motors between 1948 and 1971. But sales declined in the late 60s as the Mini became a staple of popular culture. Greg said: "I've restored it every ten years, with the latest one being in 2017, but it still has a lot of original parts including its core frame. My wife and I still drive it on a weekly basis. Whenever you are out and about, it puts smiles on people's faces. We get approached by people saying they or their family owned one. The Minor is part of British heritage, and we will keep it running as long as it goes." And you know what? My driving instructor had one!

And finally,

I went to see a UB40 tribute band the other night called WD40. They were a bit rusty to start with but got much better as the evening went on.

I just bought a cheap TV with a broken volume control... I couldn't turn it down,

Til next time,

*Adrian*

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[Click here to read](#)



**Crumbling capability** - OECD finds UK government funding of road maintenance significantly falling compared to other countries

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**It's a classic** -

The most sought after classic cars

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**Common practice** - Majority of British drivers admit to breaking the law behind the wheel [Click here to read](#)



**CCTV should not be seen as a traffic warden** - TfL lose judicial review

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**What to do at a crash scene** - Whether a driver, passenger or witness, be prepared

[Click here to read](#)

## 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;

## *What you told us in the 2023 'Working as a driving instructor' survey*

In June 2023, we asked you to complete our annual 'Working as a driving instructor' survey.

This was to get feedback on a range of topics which helps us to plan for the future, find more about out how the current economic situation has affecting you, your business and pupils.

### **Sharing the findings**

In our latest blog post, Amanda Lane, Head of Driver Testing and Training Policy shares the findings from the survey. She also sets out our immediate priorities to support ADIs.

Read the blog post to find out more about:

- average hourly lesson prices
- how many ADIs have availability to take on new pupils
- satisfaction with the role

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

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## *THINK! - Travel Like You Know Them Campaign*

Following a review of The Highway Code in 2020, changes were made in January 2022 to help improve road safety for cyclists, pedestrians, and horse-riders.



To raise awareness of these changes, THINK! launched the 'Travel Like You Know Them' campaign.

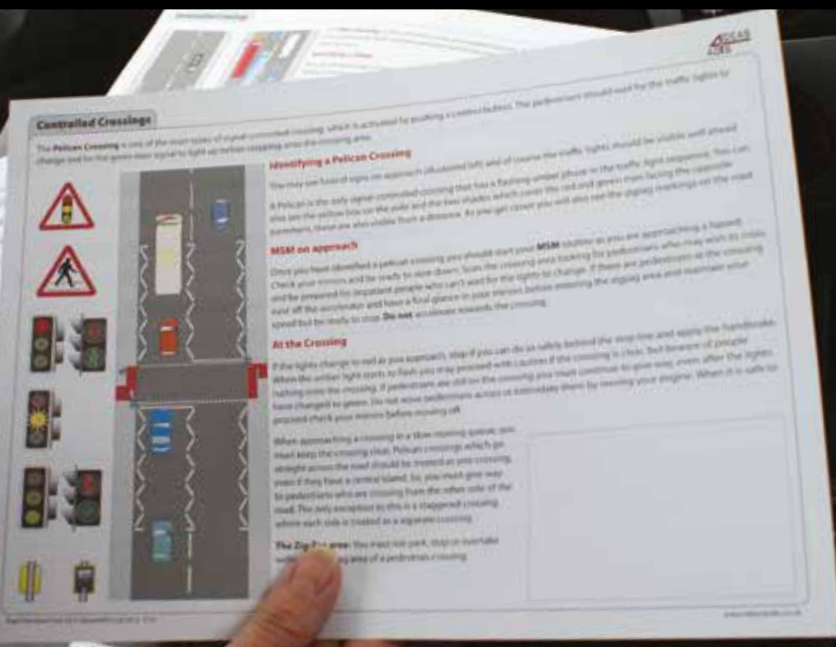
### **Travel Like You Know Them**

The campaign, which was launched in July 2022, speaks to everyone who uses the road, with a focus on those who have a greater responsibility to reduce the risk that they may pose to others.

By offering an insight into the lives of everyday road users, the campaign aims to help people better understand each other and see more than just vehicles on the road.

The campaign is being re-launched on Thursday 3 August 2023, so look out for any messages on our social media pages.





## Pupil Handout Packs

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

### Quality

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

PC DVSA ADI

### Professional

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

RL DVSA ADI

### Value

*"I ordered the pupil handouts and I must say for the price I paid I am totally chuffed, and so are my pupils. They are fantastic."*

HT, Salisbury DVSA ADI

**Visit our website for more details and offers on our training material.**

# www.ideas4adis.co.uk



## *DIPOD - The Driving Instructors' Podcast -*

*Sponsored by ADINJC for the discerning ADI!*

**Show 213** - This episode from Dipod is now freely available for your listening pleasure!

In this show we take a look at some research done on the use of Mock Tests performed by driving instructors .

- Working Hours
- Profession Profits
- Midnight Text
- Closed Survey
- Learner Ages
- Test Booking Problems
- Data & 3rd Party Services
- Data Protection
- Dr Lisa Dorn Zoom Meeting
- Mentoring

Find the latest show at [www.dipod.co.uk](http://www.dipod.co.uk)

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

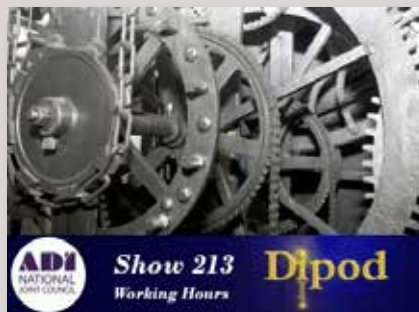
Catch up now on all 68 minutes, if you haven't done so already, and as always these shows are not to be missed!

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

Phone us **08432 892556**

E-mail: [adi@dipod.co.uk](mailto:adi@dipod.co.uk)

Leave an audio message straight from your PC with the widget on our [contact page!](#)



## *Association and Members meeting*

The next Association and Members meeting will be held by Zoom on Saturday 9 September, starting at 10am.

We are delighted to say that Dr Lisa Dorn has kindly agreed to speak at this meeting. Dr Dorn is an Associate Professor of Driver Behaviour and Director of the Driving Research Group and has been a principal investigator on research projects funded by the Home Office, EU, EPSRC, ESRC and industry for over 20 years. Her main research interests relate to the transactional component of driver behaviour and the design of behavioural interventions.

The title of her talk will be - Covid-19: was it good or bad for road safety? She will cover the evidence about the effects of the pandemic on casualty statistics and driver behaviour. She will discuss some of the reasons why risk per mile may have actually increased post-pandemic.

We are holding this meeting by Zoom so that hopefully those people who can't travel to physical meetings can have the opportunity to join in.

To register for this meeting please [click here](#).

“

### QUOTE

*“People rarely succeed unless they have fun in what they are doing.”*

*- Dale Carnegie*

”



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