

Standards Check Report A 51/51

Lin Western 6/10/15

Preparation and Normal Lesson is the key to success.

Brown letter appeared so the 1<sup>st</sup> thing I did was look for a Standards Check Course. As I'm a member of the ADINJC thought I would attend their Standards Check Day.

This was money well spent (and claimable against tax! also counts towards CPD)

I was advised how to structure the lesson

I was given the relevant paperwork to read i.e.

National standard for driver and rider training (all relates to test form)

Copy of the Standards Check Test form

Reflection Log (the must do thing)

Loads of information paperwork to read and (reflect on)

All the information about Risk Management (what to say when)

Info on Client Centred Learning

The day was then structured around each section and guidance and info was given. All questions and worries answered. This saved me having to find it all, download or print off. This was a job less to do, as it was all done for me hooray.

So went away feeling pretty clear on what to do and how, this made me feel calm and in control as I knew pretty much what was required.

The test centre we take our SC at is located in an area with a lot of national speed limit dual carriageways and roundabouts but is not very convenient for manoeuvres.

I reflected on all my pupils and asked a pupil I had only had for a few lessons. He had had a lot of lessons with another instructor (in excess of 90)

He said he had never been in 5<sup>th</sup> gear or been above 40mph and would like to have a go. His standard was ok but I could tell he was unsure of higher speeds.

Goal – Drive on dual carriageway at a higher speed and use 5<sup>th</sup> gear.

The lesson before I took him to the area which meant I had to take him on the dual carriageway. So did the brief etc. Off we went it, became very apparent that he felt nervous. The part of dual carriageway we used was mainly 50mph then a little 70mph before we left. Once there, we reflected and decided to stick to the 50mph roads to build confidence. This went well but my pupil found it hard to maintain the speed (keep pace)

Reflected with the pupil and they said they would like to continue practicing keeping pace and maybe going faster. 5<sup>th</sup> gear seemed ok but needed practice to feel confident. I told the pupil we would have to use slip roads to get onto faster roads, and were they happy to include this into the goal? They were so goal was set.

New Goal – Slip roads on/off Duals - Keeping pace –Practice using 5<sup>th</sup> gear.

### SC day

Got to the test centre 10 mins before time.

Meet examiner, introduce to pupil, tell watching me not them, examiner asked to see my badge, pupil then waits in the car.

Brief examiner on pupil experience, lessons taken etc.

### Intro

As we had carried out the initial intro in the waiting room, I just asked the pupil did it make any difference having someone sitting in the back. Told them “it would be like having their friends in the back after the test”. To get them forward thinking (tip from SC day) I hadn’t prepped them on this and the pupil came out with some funny answers, this went down well.

1- The pupil said “if he talks I will tell him to shut up, the same goes for my mates”. This made us all laugh. Pupil checked examiner had done seatbelt headrest etc.

### Recap

Started to recap when the pupil looked at me and said “I hadn’t thought about having people in the back before, it will be hard getting use to that” I agreed and we discussed for a minute, which just showed I hadn’t prepped them and they were reflecting on it. We recapped last lesson and agreed the goal would still be the same. Then I asked them to scale from 1-10 how confident they felt. (5)

I was just about to talk about risk when they said “If we get time can we do a reverse as I would like to practice my control”. (Don’t you love them when they do that?) I said yes of course!!

We talked about what risks there could be keeping pace on the dual and at higher speeds, they were aware of the risks and were comfortable to take control but if unsure they would ask. We were going to be using slips on/off and they hadn’t really done these before, only once with my full talk though onto a quieter road. I used an app (I use Robo soul) to demo and then asked how they felt about doing the 1<sup>st</sup> one. They asked me to help them with the 1<sup>st</sup> one then would try one by their selves after that. I Q&A on the risks of not checking mirrors etc. {I don’t need to tell you how to suck eggs} I explained as always if any problems a raised and I needed to step in with a verbal or physical control, we would discuss it at the earliest opportunity.

### On the road

I had a rough route in my head, but had allowed for problems so if roads were bad etc. could divert off. 1<sup>st</sup> slip was fine but as we joined the dual there was an accident on the opposite side so had to quickly re think route as I was going to come back that way. Keeping pace, pupil kept dropping back so lots of encouragement with a bit of Q&A, then let them get on with it. After a while asked how it felt now. They were feeling a little more confident. Slip road off using Q&A. Luckily for me pupil had asked to cover the reverse, so we went to a corner close by and stopped. I asked how they felt about the slip roads and

keeping pace. They were happy with the slip roads and felt confident to have a go on their own, but could I prompt them if they forgot anything. Keeping pace they now felt at 8 so that was good.

I didn't give any guidance for roundabouts etc. just instructions, so let them get on with the stuff they already knew.

As they were just practising their reverse I said were they happy with the risks for this. It went fairly well although they forgot some obs, I verbally stopped them, and then asked what the risk could have been for not looking.

Coming back to the centre I let the pupil deal with the next slip onto dual, which they did ok just needed prompting on the signal. We discussed why the signal was important once on the dual. Pace was improving greatly so gave praise.

We had to make a detour off because of the accident and used a sheltered lane to turn left at a roundabout. The sheltered lane has a give way at the end. The pupil stopped but then went to emerge with a car approaching from the right. I dual braked the pupil, explained why, then got us going saying we can have a chat about that in a moment. The next roundabout had the same sheltered lane, so instead going ahead I used this as a learning opportunity and turned left again, I talked it through as doing it, then asked what car they were to emerge behind to make sure they were clear when to go.

We were only minutes from the centre so I felt it would be best to debrief there.

### Feedback

Once back I discussed why pupil had decided to pull out –they said they couldn't see very well – discussed why. Discussed how the next 1 was better and why. Debriefed the slips on/off how confident 1/10 they said 7 debriefed keeping pace 8 reverse 8.

### Reflection Sheet –Set next week goal

Discussed next week's Goal the pupil wanted to do higher speed driving for a longer distance, so we decided on a longer route. Wrote up reflect log and thanked them.

Examiner exited the car thanking pupil and said he would call me back in, seemed like a long wait but it was only a couple of minutes. (Time to reflect)  
Examiner asked how I thought it had gone. I said ok apart from the accident causing me to go off route. The examiner gave me some positive feedback and the result. I was a happy bunny.