

ADI Standards Check report Neil Peek 15/10/14

First of all I must stress that I do very few learner driver lessons these days (no more than two visits a year to the test centre and not with someone I have wholly taught)

My main forte these days is B+E C and C+E training although I have been teaching for over forty four years

On the day of my standards check my office arranged for me to take a pupil who was home from university and needed extra lessons.

I picked Amber up at 8am explained that we had to be at the test centre at 10 am for my standards check (she had already been briefed by her permanent instructor).

I proceeded to ask Amber what she would like to achieve on this lesson and Amber explained that she felt she needed to practice the turn in the road as she had had a problem with it. We went through health and safety procedures aims and objectives and set off.

We had not driven very far before I realised that Amber was not up to the standard that I was expecting for a pupil who had 30 plus hours of training. We were approaching all junctions and roundabouts far too quickly and with little or no observations at all.

We then spent the remaining time prior to the standards check assessing all elements of Ambers driving which once again was well below my expectations.

On arrival at the test centre (9-45am) Amber and I made a list of topics which needed improvement and then made a short list of what she wanted to achieve whilst the standards check was taking place.

At 9-55am I went in to the Lowestoft test centre and almost immediately my SE Mr Adam Jesson came out, introduced himself and gave an explanation of what was expected. I then explained the history of Ambers driving to the SE and we proceeded on to the vehicle.

Once seated in the car I asked Amber to recall how we got on in the previous lesson and what she could improve on. She gave a very good explanation so I then asked what she would like to do on today's lesson. Her reply was that she would like to improve on her junctions and roundabout approaches. I agreed that this was a good topic and then went through health and safety rules including all risks and who was mainly in charge of all those risks. Once again Amber gave the correct answers.

The standards check proceeded with Amber slowly improving as I did nothing but right and left turns. Once or twice we stopped to discuss any problems. Three quarters of the way into the standards check the fog came down and Amber asked me if she should put the fog lights on. I replied "what do you think?" she said "yes" and I agreed. She had then taken her eyes off the road, fumbled with the light switch, and failed to notice the traffic lights ahead which had changed to red. I used the duals and stopped the car for her.

As soon as possible after this incident and where suitable I asked Amber to pull up on the left and we discussed what had happened and why I had to intervene She replied she did

not know how to turn the fog lights on. We then discussed all the safety issues involved with this incident and then proceeded to learn all about the fog lights where and when they should be applied etc.

The hour soon went by and before I knew it we were heading back to the test centre.

I recapped on the lesson asking her to rate her approaches to junctions out of ten. Before we started she had said between three and four and at the end of the lesson her rating had gone up to a five or six which both I and the SE agreed on.

We then discussed what Amber would like to do on her next lesson and her reply was much more of the same please as I feel I have got the hang of it now.

The SE thanked Amber for allowing him to conduct the standards check and explained that he would not be too long with me

We walked back to the test centre waiting room and I was congratulated on giving a very good lesson. I was asked if I would have done anything differently and I replied that I could always look back and find fault with something about my training methods but because many things happened on the move I could not put my finger on anything in particular.

Once again the SE Mr Adam Jesson congratulated me on giving a very good lesson and said he wished that all instructors were at this standard and he was in his words giving me a very high A grade

He then went on to explain that he had deducted one mark because when going through fog procedures I made no mention of the fog lights needed to go on if visibility was less than 100 metres. Although we had gone through how fast you should drive in fog and safe stopping distances etc. This came under the heading of:

Did the trainer identify the pupils learning goals and needs?

I was also picked up for saying that when you get to the roundabout ahead turn (which was probably more than a quarter of a mile away) left I had given plenty of warning to Amber but according to the SE they were conflicting directions this comes under the heading of:

Were directions and instructions given to the pupil clear and given in good time.

Overall I thought that the SE Adam Jesson was quite fair although a little bit picky, then I would think that being a bit of a perfectionist and nothing but being 100% would ever satisfy me.

Neil Peek no longer a grade 6 but now a grade A 49

My Guidelines for taking the Standards Check

1. Dress smartly and look like a grade A Instructor (in my opinion first appearances do count)
2. Make sure your vehicle is road worthy clean and free from clutter.
3. Assess client's needs (not yours) prior to standards check.
4. Arrive at the test centre ten minutes prior to appointment time.
5. Try and put the pupil at ease.
6. Go into test centre waiting room two minutes early
7. Introduce yourself to your SE with an air of confidence.
8. Explanation to SE of client's history.
9. Introduction of client to SE.
10. Ask client questions about how the car would feel different with the extra weight in the back and also how passengers could cause distractions.
11. Recap on what we had done on previous lesson
12. Ask client what they would like to do practice today (write it down).
13. Set out both your aims and objectives (goals).
14. Question client on who is responsible for health and safety within and outside the vehicle and how you manage RISK.
15. Move off and manage your aims and objectives.
16. During the lesson ask yourself is learning taking place?
17. Pick up any relevant faults some on the move others whilst stationary (depending on clients experience)
18. Get back to test centre on time.
19. Recap with the client on how well they did, had they achieved any of their objectives.
20. What would they like to do on the next lesson?
21. Listen to the SE comments carefully (write down main points as not everything is on the SC 1 form)
22. Treat yourself to something nice when it is all over!