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# 1 ■ About the ADI standards check

## 1.1 Skills, knowledge and understanding required

The Driving Standards Agency (DSA) published the '[National standard for driver and rider training](#)' in 2011 setting out the skills, knowledge and understanding that you need to be an effective trainer.

From Monday 7 April 2014, DSA will use the 'standards check' to assess how well an approved driving instructor (ADI) meets the standard.

The aim of the standards check is to let you assess the ADI's ability to instruct and whether their instruction helps a person to learn in an effective way. The standards check will be conducted with you observing the ADI delivering a normal 1 hour lesson.

The ADI is responsible for the standards check lesson. They should make sure they have sound knowledge of the area around their chosen driving test centre (DTC) so they can:

- plan their lesson
- give appropriate directions to their pupil during the standards check

The pupil they bring can be at any level of ability, but cannot be on the ADI register or have passed the ADI part 2 test.

## **1.2 Invite for standards check**

An ADI will normally be invited for a standards check at their local driving test centre (DTC). Occasional DTCs or out-stations are not suitable because of the restrictions they impose. The ADI will get [a letter](#) that confirms the time and place of their standards check and explains the test procedure.

## **1.3 Types of standards check lessons**

Typical lesson scenarios that you may need to assess fall into the following categories:

- partly trained, inexperienced, learner
- experienced pupil – about ready to take their practical driving test
- new full licence holder
- experienced full licence holder

[Section 4](#) sets out the typical lesson scenarios that are allowed for the standards check in more detail.

Classroom-based and 'off-road' lessons are not allowed for the standards check.

## **1.4 Conducting the standards check**

An increasing number of ADIs provide training to the emergency services. This training can include taking advantage of legal exemptions such as exceeding speed limits or not complying with traffic signs.

You should tell the ADI that you cannot accompany the lesson for health and safety reasons if you're told that the proposed lesson plan includes elements which require the trainee to take advantage of the exemptions. You must stop the standards check if the trainer refuses to change the lesson plan to take out these elements.

## **1.5 Format of the standards check**

You must conduct all standards checks in English or Welsh observing the ADI delivering a normal 1 hour lesson with a pupil.

You will assess the ADI's delivery of instruction to their pupil based on the criteria set out in the [sample SC1 standards check reporting form](#) and the '[National standard for driver and rider training](#)'.

## **1.6 ADI preparation for the standards check**

The pupil can wait in the car when they arrive at the DTC. When the ADI returns to the car, you should encourage them to introduce the pupil to you in a relaxed way.

They should tell their pupil to behave exactly as they would normally. Some find that it helps to put their pupil at ease if they explain:

- that the examiner is there to check the ADI is doing their job
- to make sure that the quality of instruction they get meets the minimum standards

The ADI should prepare a normal lesson, with their pupil, based on the student's learning needs or agreed development strategy.

The theme for the lesson may be one of those listed on the SC1 form, but it may be something else. In that case you should record what the theme was in the 'other' box.

Before the lesson starts, you'll ask the ADI some questions about their pupil.

They should be able to tell you:

- roughly how many hours of tuition their pupil has had
- whether their pupil is getting any other practice, e.g. from parents or others
- their pupil's strengths and areas for development

The ADI can show you the pupil's driver's record (if they have one) before the start of the lesson to help explain their current progress in their agreed training programme.

They must display a valid ADI certificate when they attend their standards check if they're charging the pupil. They don't need to display their certificate if they're not charging the pupil.

You must ask to see the certificate if it's not displayed. You must not continue with the standards check if they can't show you their valid ADI certificate.

You can make notes during the lesson to help you identify locations that may not be familiar to you. You should destroy the notes as soon as possible after the standards check is complete. The only record of the standards check will be the completed report form.

## **1.7 Other people present**

You can be accompanied by a senior examiner to quality assure your assessment. Whenever possible, you will tell the ADI in advance when this is going to happen. If you couldn't tell the ADI before the assessment, 5 minutes will be allowed for the ADI to explain to the pupil what's happening. The lesson can include (if the ADI wishes) driving to

the nearest garage or tyre centre to inflate the car's tyres to the recommended pressures for a heavier load.

The ADI can be accompanied by their trainer/mentor, but that person can't take part in the standards check lesson in any way.

If a trainer or mentor intends to accompany the ADI and the standards check is also planned for supervision, the supervising examiner will decide whether or not the supervision goes ahead.

## **1.8 At the start of the standards check**

When the ADI arrives at the test centre, you'll confirm their identity and complete the necessary paperwork.

The standards check requires the ADI to show their competence against all the criteria on the assessment form. You should make sure the ADI understands what they are required to do, for example by asking:

Do you have any questions about the standards check before we start?

You'll then ask about the pupil's background and how much experience they've had. For example, you could say:

Could you tell me how many lessons your pupil has had and what you have been covering recently?

When you're satisfied that you have the information you need and that the ADI understands what's going to happen, you'll ask them to continue with the lesson, for example by saying:

Thank you, [insert ADI name,] carry on with this lesson in your normal way. I won't take any part in the lesson and would you plan your lesson to be back here in 1 hour from now.

At the beginning of a standards check an ADI should, normally, discuss the lesson plan and agree it with the pupil. Where the ADI has had little or no experience of working with the pupil they can suggest an

assessment drive before finalising a lesson plan. However, the ADI should make sure enough time is available for development and feedback during the lesson.

The standards check will last for 1 hour and the ADI should allow 15 minutes at the end of the lesson for a debrief with the examiner.

## **1.9 At the end of the standards check**

Once the ADI has finished any reflective discussion with their pupil, you'll tell them that the test has finished, for example by saying:

Thank you [insert ADI name] I now need to complete my paperwork. This will take me about 10 minutes. I'll come and find you and give you some feedback on what I've seen. You're both welcome to wait in the waiting room.

## **1.10 Completing the assessment**

The assessment is made against 3 broad or 'high' areas of competence:

- lesson planning
- risk management
- teaching and learning strategies

The test marking sheet is at [sample SC1 standards check reporting form](#). The 3 high areas of competence are broken down further into 17 lower level competences and a mark will be given for each of these lower level competences. These marks will be totalled to give an overall mark and they will also provide a profile of the areas where the ADI is strong and where they need to do some more development work.

Marks will be given as follows:

- no evidence of competence = 0
- a few elements of competence demonstrated = 1
- competence demonstrated in most elements = 2
- competence demonstrated in all elements = 3

The key thing to understand is that the lower level competences, on the form, can themselves be broken down into elements. The ADI will have to use a range of skills to ensure each of these elements is in place.

For example, the first lower level competence, in the lesson planning section, is 'Did the ADI identify the pupil's learning goals and needs?'

To fully satisfy this requirement the ADI must:

- actively recognise the need to understand the pupil's experience and background
- ask suitable questions
- encourage the pupil to talk about their goals, concerns etc. and actively listen to what the pupil has to say
- understand the significance of what they say
- recognise other indications, e.g. body language, that the pupil is trying to express something but perhaps cannot find the right words

These are what we mean by the elements. Another way to express it would be to think of these as the building blocks which go to make up the lower level competence which is being assessed. For further explanation go the section '[Interpreting the assessment criteria](#)'.

### **Competence standards examples**

An ADI who makes no attempt to understand their pupil's needs would be demonstrating no evidence of competence and be marked 0.

An ADI who makes an attempt, asks a few questions, but doesn't really listen and then goes ahead and does what they intended to do regardless, would be demonstrating a few elements of competence and would be marked 1.

An ADI who grasps the importance of understanding the pupil's needs and makes a real effort to do so, but who finds it difficult to frame suitable questions, would be demonstrating competence in most elements and would be marked 2.

### **Competence development**

Another way to look at this is from a developmental point of view. If the examiner gives the ADI a score of 3 - the examiner is effectively saying that this is an area where the ADI does not need to do any further work, apart from continuously reflecting on their performance.

If they give a score of 2 - they are saying that the ADI's performance is acceptable but there are clear areas where they could improve.

If they give a score of 1 - they are saying the ADI's performance is not acceptable and the ADI needs to do a lot more work, even though they give evidence of knowing what they are supposed to be doing.

### **Consistent marking**

It is important that any assessment demonstrates consistency across each area of competence.

The following is an example of inconsistent marking:

- did the trainer identify the pupil's learning goals and needs? = 0
- was the agreed lesson structure tailored to the pupil's experience and ability? = 2 or 3

This is inconsistent because if there has been no meaningful attempt to identify the pupil's learning goals, it is not possible for a lesson structure to be either agreed or appropriate.

An ADI may have knowledge of a pupil's learning goals from earlier lessons. If this becomes clear during the lesson then, logically, it would also be wrong to give a 0 against the first competence.

The maximum mark an ADI can gain is 51 and the score achieved will dictate the final grade. Whatever their overall marks an ADI will automatically fail if they:

- achieve a score of 7 or less on the 'risk management' section
- at any point in the lesson, behave in a way which puts you, the pupil or any third party in immediate danger, so that you have to stop the lesson.

See '[Recording assessment](#)' for information about grades in these circumstances.

You will note the grade the ADI has achieved on the assessment form and give them a copy. You will also offer feedback on the ADI's overall performance, using the profile of the marks you have given them as the basis. No other written report will be made, as performance and development needs are clearly identified on the assessment form.

Detailed guidance on the interpretation of the questions on the test form is set out in section '[Interpreting the assessment criteria](#)'.

## 1.11 Appeals

ADIs can appeal to a Magistrate's Court (the Sheriff's Office in Scotland) if they think that their standards check wasn't conducted properly. However, they can't appeal against your decision.

## 1.12 ADI cancellation or failure to attend

If an ADI fails to attend (FTA) at the date and time set out in the invite, the standards check programme and report form should be marked FTA. The examiner's Outlook diary should also be marked 'FTA'.

Where an ADI cancels the standard check, the appropriate reason code should be recorded (if known). The 'reason for non-attendance' codes are:

Code	Description
NC1	No car/pupil (not acceptable reason)
NC2	ADI sick (med cert required)
NC3	ADI abroad/holiday (proof required)
NC4	ADI no longer instructing (R/R badge to be returned)
NC5	Driving test already booked
NC6	ADI requires different test centre

Code	Description
NC7	Domestic problem
NC8	No acceptable reason (or any) given
NC9	No pupil (Attended Test)
NC10	No pupil (Did not attend test)
SNC	Short notice cancellation

The standards check will be recorded as an FTA unless the ADI provides adequate evidence to justify the cancellation.

In the event of cancellation or FTA, Deployment can tell the Registrar who can consider removing the ADI from the register.

## 2. ADI standards check invite letter

[Download 'ADI standards check invite letter' \(PDF, 16.7KB\)](#)

## 3. Management of standards checks

### 3.1 Preparation of documents

Before the ADI arrives you should make sure you have prepared the reporting form for the standards check. You should enter the ADI's details on the form.

If the ADI fails to attend (FTA) or the standards check cannot go ahead because the ADI is late and there is a shortage of time before the next

test you should note that failure and contact the bookings team with the details as soon as possible.

## **3.2 Greeting the ADI**

When the ADI arrives you should introduce yourself courteously. You should wear your name badge. Please remember that shaking hands is not acceptable to everybody.

You must check the identity of the person who has presented themselves for the check and ask to see their ADI registration certificate (badge). If the pupil they have brought with them is paying for the lesson their ADI certificate (badge) must be displayed. If they are not paying, then the certificate need not be displayed. However, in either case, if the ADI cannot produce their ADI certificate you should not proceed with the standards check.

It is the ADI's responsibility to make sure the vehicle provided has the correct insurance cover in place. Where there is any doubt about whether insurance is in place the test should not proceed.

If the ADI offers to supply training documents (like the [reflective log](#)) you should discuss the content with them but if they do not bring such papers this will not invalidate the standards check.

## **3.3 Vehicle to be used**

The vehicle used for a standards check must meet minimum test requirements and, as far as you are able to tell, be roadworthy and safe. Soft-top convertibles are not acceptable nor are '2+2' vehicles where seating arrangements in the back are inadequate.

L plates (or D plates in Wales) should be fitted if the ADI is teaching a learner. Rear seat belts in working order must be fitted and must be used. If there is the facility for rear head restraints these must be fitted to ensure your safety and suitable insurance must be in place. If you have any doubts about a car's suitability, or if the ADI proposes using a small vehicle which has limited passenger space in the rear, the ADI should notify the standards check booking section. Failure to attend in a suitable

car could result in the ADI's removal from the ADI Register. [Rules for cars used for driving tests](#) can be found on GOV.UK.

### **3.4 Risk management**

You should not wilfully place yourself, the ADI or other road users at risk at any time.

### **3.5 Assessment**

Your role is to assess the ADI's competence to deliver effective driving instruction. The 'National standard for driver and rider training' is expressed in terms of learning outcomes and there may be more than one way for an ADI to achieve those outcomes. Of course if an ADI does, or says, something that is clearly wrong it is important that you pick this up, especially where it could lead to a safety issue. However, your overall approach should be focused on recognising achievement and promoting improvement and development - rather than purely identifying faults.

The ADI's task is to provide an effective learning experience for their pupil. An effective learning experience is judged to be one in which the pupil is supported to take as much responsibility as possible for their learning process.

The ADI should, where it is correct and safe to do so, feel free to introduce wider issues from the driving standard into the lesson, such as assessing personal fitness to drive, the use of alcohol or drugs or dealing with aggression. If, for example, a pupil offers an inappropriate comment about the use of alcohol it would be appropriate for the ADI to challenge this. Similarly, it would be appropriate for the ADI to encourage the pupil to think through what might happen, in particular situations, if the conditions were

different. For example, after negotiating a particularly difficult junction it might be helpful to discuss how different it would be at night or in bad weather. The important thing to remember here is that the most effective learning takes place when the pupil finds the answers for themselves.

If opportunities arise for discussion of issues between the ADI and the pupil, while on the move, these can be used, but this needs to be tailored to the pupil's ability and should not create distraction. Too many unnecessary instructions from the ADI can both de-motivate the pupil and create a real hazard. Remember it is an offence to use a mobile phone whilst driving because this is known to create a level of risk equivalent to or, in some cases, greater than driving whilst drunk. It cannot, therefore be good practice to constantly bombard the pupil with unnecessary questions.

### **3.6 Recording assessment**

In normal circumstances you should record your assessment, on the assessment form, immediately after the standards check has been completed, taking into account the guidance given above. You should record the main subject of the lesson and what level of experience the pupil is said to have e.g. FLH for a full licence holder.

If at any point during the lesson the ADI behaves in a way which puts you, the pupil or any third party in immediate danger you should stop the lesson. You should put a tick in the appropriate 'Yes' box in the review section and mark the form as a 'Fail'.

If the ADI scores 7 or less in the section marked 'risk management' you should put a tick in the appropriate 'Yes' box and mark the form as a 'Fail'. The ADI can still be given a score, determined by the scores they achieve against the other criteria but, in any case, the outcome cannot be assessed as satisfactory.

If you have to stop the lesson and record a 'Fail', or you record a 'Fail' against the 'risk management' section, this outcome must be referred to the Registrar who can consider removing the ADI from the register.

Assuming you do not have reason to award an automatic fail, the marks given should then be totalled to determine the grade achieved.

### **3.7 Documentation**

The top copy of the completed assessment form, should be handed to the ADI following the verbal feedback. The second and third copy is for the examiner's records and should be stored in line with guidance provided.

Where a third and final unsatisfactory standards check takes place the third copy of the report form should be marked 'Third and Final' and posted to:

### **ADI Register**

Driving Standards Agency  
The Axis Building  
112 Upper Parliament Street  
Nottingham  
NG1 6LP

## **3.8 Giving feedback**

When you have finished filling in the assessment form you should inform the ADI the grade they have achieved. If you have assessed them as a 'Fail' they must be told clearly that their instruction is not at an acceptable level. Depending on the reasons for the unsatisfactory assessment the ADI should be told they will need to have a further standards check and the bookings team will contact them.

You can then give more detailed feedback but, if you do this, you must make sure that it relates to the competences against which the ADI has been assessed:

- lesson planning
- risk management
- teaching and learning strategies

The purpose of feedback is to help the ADI understand where they failed to demonstrate full competence and where they need to focus their efforts when undertaking further development. You should not leave the ADI feeling that they have done something wrong but not knowing what it was. They must understand what has led to the grade they have been awarded.

With the new standards check form you will be able to show the ADI the 'profile' of their performance, against the individual competences, very clearly. This should help them to see where they have given a strong performance as well as where they need development. You will not, therefore, need to produce any additional written reports or follow-up

letters. However, it is important to remember that it is not part of your role to tell the ADI what they should have done. It is for the ADI to reflect on how to improve their performance.

Having finished giving feedback you should note, in the box marked 'debrief / feedback offered', the areas of competence not met that you have highlighted in your feedback to the ADI.

### **3.9 Sub-standard tests**

At the end of your working day you should mark-up your Outlook diary to inform staff at Newcastle of any standards checks that you have judged to be sub-standard.

It is extremely important that sub-standard check results are recorded correctly.

If you assess an ADI as sub-standard on their first standards check i.e. a "Fail" this must be followed by a 1 (Fail/1).

When entering the grade achieved on any follow-up standards check you should follow it with a 2. For example, Fail/2.

You must highlight your recorded result on all second sub-standard checks that you enter on your Outlook diary.

You should also keep a separate file, at your home DTC, to record all sub-standard checks and you must ensure that a follow-up appointment is arranged.

You must enter the ADI's details on the appropriate sub-standard list, in the sector ADI folder held by the Sector manager (SM) with ADI responsibilities, and include the date provisionally booked for

their second standards check visit. You must check and update that list regularly to ensure that it is accurate and up to date.

Following a third sub-standard result at the earliest opportunity you should forward a copy of the standards check form to:

### **ADI Register**

Driving Standards Agency  
The Axis Building  
112 Upper Parliament Street  
Nottingham  
NG1 6LP

When a third standards check is required, with a senior examiner, you should phone the SM with ADI responsibilities / Area operations manager (AOM) and make sure they have been notified. Approximately 1 month later you should confirm with the SM with ADI responsibilities / AOM that the ADI has been allocated a date for the final standards check test and enter the information on your sub-standard list.

You should confirm that the final standards check has taken place and record the result on the sub-standard list held by the SM with ADI responsibilities. You should receive the paperwork from the senior examiner once the standards check has taken place and place it on the ADI's file.

You must file all standards check reports in a safe and secure location. This could be at a central location or at an individual test centre, according to local management practice. Confidentiality and security is essential.

All recorded 'Fails' will be invited for a follow-up standards check in approximately 12 weeks by the Bookings team. Any automatic 'Fail' which resulted from a situation in which you felt the need to stop the lesson or where the ADI scored 7 or less in the 'risk management' section will need to be reported to the Registrar for consideration.

## **3.10 Working with the bookings team**

As an examiner conducting standards checks you should be in regular contact with your standards check booking team to help ensure their programming of standards checks is as productive as possible. The booking team allocate slots into your diary and book standards check tests 8 weeks in advance. You must enter any annual leave and appointments in your Outlook diaries as early as possible to avoid cancellations.

Standards check booking team will select those ADIs who are on the priority list 'P'. However you should monitor who has been booked to ensure efficiency and keep travel and subsistence costs to a minimum.

### **3.11 Provision of answers by the Operations Directorate**

If, during a standards check, an ADI asks you a question which you cannot answer using the sources you normally have available you should seek guidance from your local SM with ADI responsibilities. If they cannot answer the question they can refer it to the Operations Directorate. They should set out the precise question the ADI asked and send it to their AOM along with any additional information you think is relevant. Operations Directorate will send you their response and you should include it, in full, in your reply to the ADI.

It is essential that any questions raised by the ADI are answered as quickly as possible. You must work closely with the Operations Directorate and ADI Section to make sure that any advice which the Operations Directorate gives, about driving technique, accurately reflects the views of the Driving Standards Agency.

## **4. Typical lesson scenarios**

### **4.1 The partly trained, inexperienced, learner**

Drivers at this stage of their career are likely to want/need experience of a steadily increasing variety of road and traffic conditions to enable them

to develop their basic skills. They may have areas where they are uncomfortable or not yet competent, such as complex junctions or roundabouts, heavy or fast moving traffic. They may not have a good understanding of theory, for example, of road-signs and markings.

In this context the key objectives of the 'National standard for driver and rider training' include being able to:

- create a climate that promotes learning ([element 6.3.1](#))
- explain and demonstrate skills and techniques ([element 6.3.2](#))
- transfer the balance of responsibility for their learning process to the learner as soon as they are ready to take it ([element 6.3.3](#))

ADIs should be working to understand where the pupil is having difficulties and how they can help them develop sound basic skills. If the ADI is not making the effort to understand, they are not demonstrating competence. By asking questions or staying silent and listening and watching they are clearly making the effort to understand and demonstrate competence. It doesn't matter if they don't achieve full understanding by the end of the lesson.

In the same way, pupils at this level should not feel they are being patronised or talked-down-to as this will make them unreceptive. They do not all learn in the same way.

Consequently there is no single, correct, way to transfer responsibility to them and, in any case, this is not going to take place instantly. In this context, just as it is unreasonable to expect a pupil to get it right instantly, so it is unreasonable to expect an ADI to transfer responsibility instantly. The key thing that an ADI must demonstrate is that they understand the need to transfer ownership and make the effort to do so.

It is important to understand that, at this level, a pupil will not always 'get it right' as soon as the ADI gives them some direction or coaches them around a problem. They should understand the issue, at least in principle, and what they need to do in theory. They should generally be willing to try to overcome weaknesses, but their efforts may not always be successful. You should not penalise the ADI if they do not immediately 'solve the problem'.

ADIs should use a variety of tools to encourage the pupil to analyse their own performance and to find solutions to problems. The ADI should be supportive and give suitable and technically correct instructions or demonstrations where appropriate. Of course, where a pupil cannot come up with a way forward the ADI should provide suitable input – especially if failure to do so might result in a risk to any party.

## **4.2 Experienced pupil – about ready to take their practical driving test**

At this stage the key objective of the ‘National standard for driver and rider training’ is to:

- work with the learner to agree when they are ready to undertake formal assessment of driving competence ([element 6.3.3](#))

Evidence suggests that, by this stage, some pupils may:

- be technically skilful
- be able to complete manoeuvres competently
- have experience of driving on a wide range of roads and in a range of conditions

They may be confident and feel that they are at the stage of refining their competence around ‘what they need to do to pass the test’. On the other hand they may:

- have already developed bad habits, especially if they have been taught by a relative or friend
- have an inflated opinion of their competence
- have a poor understanding of risk
- have not developed the skills of scanning and planning that will help them to cope when they drive independently
- have not developed the skills of reflection that will help them to be life-long learners

They may not be used to being challenged to analyse and come up with solutions. They could be impatient and resistant to correction if they do

demonstrate 'bad habits'. They may well have forgotten a lot of what they learnt when they did their theory test. Responses at this level could vary from enthusiastic acceptance of the information they need, to real resistance to being told things they do not think are relevant.

During their standards check the ADI must demonstrate that they understand the key issues that need to be addressed to try to reduce the numbers of newly qualified drivers who crash in the first 6 months. They should be working to develop a realistic understanding of ability and an enhanced understanding of risk. They should be checking, developing and reinforcing systematic scanning and planning tools. They should be strongly encouraging reflection.

ADIs should be supportive, not over-instruct and give suitable and technically correct instructions or demonstrations where necessary. However the emphasis is likely to be on the use of tools, such as practical examples, to develop a more joined-up and outward looking approach.

### **4.3 New full licence holder (FLH)**

This FLH pupil has demonstrated 'competence' against those elements of the [national standards for driving](#) that we test in the theory and practical tests. Remember, however, that these tests are limited in scope. They do not require the pupil to drive on all classes of roads and they do not test understanding of that part of the national standards for driving which calls on learners to reflect on their competence as they go through their driving career. The ADI's objective, at this stage should be to develop the pupil's competence across the full range of driving environments and to support and reinforce their commitment to life-long learning around driving.

Reasons why an individual might come to an ADI at this stage include:

- wanting to refresh their skills if they haven't driven since they took their test
- moving on to a bigger or technologically different vehicle
- starting to drive for work
- starting a family and wanting to improve their skills

- moving from an urban to a rural environment, or vice versa
- starting to use motorways
- a simple desire to become a better developed driver

This pupil is likely to be enthusiastic and, in theory at least, open to learning if they have chosen to take training. If, on the other hand, they have been told to take it, perhaps by an employer, they might be resentful and resistant. They may well have already lost the disciplines of the mirror-signal-manoevre routine and forward planning skills. They may not be used to driving in an 'eco-safe' way and may not even understand the term. They may be nervous about increased responsibility and accountability.

During their standards check the key thing that the ADI must demonstrate is that they are able to find out exactly what it is the pupil wants from the lesson and put together a plan to deliver that. They must of course, identify and deal with bad habits that might have been acquired. However, if all they do is go over what the pupil should have learnt prior to their test they are unlikely to reinforce the commitment to life-long learning.

## **4.4 Experienced full licence holder**

At this stage the FLH pupil should be more confident and competent than they were immediately after passing their test. They should have gained experience across all or most of the possible classes of roads, at night and in bad weather. They may already be driving for work and are likely to regard themselves as capable drivers, even though their application of safety routines and forward planning skills may show they are not quite as competent as they think.

Reasons why an individual might come to an ADI at this stage include:

- being required by employers to undertake additional training to keep insurance costs down
- wanting to drive more economically to reduce business costs
- having had an accident or near miss that has shaken their confidence
- returning to driving after a period of ill-health or loss of licence

- recognising that their driving skills are deteriorating through age or ill-health

This FLH may be an overseas driver who has significant experience but, having been in the UK beyond the statutory period, is now required to take the tests to qualify for a UK licence.

Depending on their reasons for undertaking training these pupils could be enthusiastic or very nervous, willing or very resistant. Older pupils may find it harder to learn new skills or to get out of bad habits. They may have developed unsafe habits such as not leaving large enough separation distances and failing to carry out systematic observation routines.

In assessment the key thing is that the ADI must demonstrate they can find out exactly what it is the pupil wants from the lesson and put together a plan to deliver that. They must, of course, spot and deal with bad habits that might have been acquired. However, the lesson must take the pupil forward in their learning. If it does not deliver what the pupil is looking for they will not engage with the learning process.

This is not an exhaustive list of possible scenarios. However, it should give some indication of the sorts of things that should be considered.

## **5. Typical reflective log**

[Download 'Typical reflective log' \(PDF, 17.7KB\)](#)

## **6. Sample reporting form and guidance**

[View the sample reporting form.](#)

# **7. Interpreting the assessment criteria**

## **7.1 Planning**

The purpose of all driver-training is to assess and develop the learner's skill, knowledge and understanding in relation to the contents of the NSDRT. Research indicates that is best achieved by placing the client at the centre of learning process. In this context the assessment criteria should be interpreted as follows.

## **7.2 Did the trainer identify the pupil's learning goals and needs?**

Usually this process will take place at the beginning of a lesson. However, where the ADI and the pupil have been working together for some time prior to the standards check,

they may have already laid down the basic structure of the pupil's learning goals. This needs to be taken into account when assessing this element.

If the ADI has not worked with the pupil before it is perfectly OK for the ADI to ask the pupil to undertake a demonstration / assessment drive. This should give the ADI a good idea of the pupil's level of competence and provide a basis for a discussion of the pupil's needs.

It is also important to remember that a better understanding of the pupil's needs may emerge as the lesson progresses. It follows that this criteria cannot be 'ticked-off' at the beginning of the lesson and then forgotten.

As you observe the lesson you should be looking for indications that the elements which go to make up the low-level competence are being demonstrated. In this case the sorts of things that would give you an indication of competence include:

- encouraging the pupil to say what they want from the lesson
- asking questions to ensure understanding
- checking understanding as the lesson progresses
- listening to what the pupil is saying
- taking note of body language

If an ADI encourages the pupil to say what they want, asks questions to check understanding at the beginning and as the lesson progresses, listens to what they are saying and also picks up on body language they are likely to get a 3. If, on the other hand, they do all the listening bits but fail to spot the learner getting very tense and nervous in a particular situation they would probably get a 2. They would have demonstrated their understanding of the need to listen etc. but have not yet developed their ability to spot non-verbal clues. Indications of a lack of competence could include:

- making assumptions about understanding or experience
- failing to note negative or concerned comments or body language that shows discomfort
- undermining the pupil's confidence by continually asking questions clearly beyond the pupil's knowledge or understanding
- pushing the pupil to address issues that they are not happy to talk about, unless there is a clear need, such as an identified risk or a safety critical issue

### **7.3 Was the agreed lesson structure appropriate for the pupil's experience and ability?**

The lesson structure should allow the pupil to progress at a manageable rate; stretching them without overwhelming them. For example, a pupil who is concerned about entering roundabouts should not be asked to tackle a fast-flowing multi-lane, multi-exit junction as their first attempt. Neither should they be restricted to very quiet junctions, unless the ADI identifies a potential risk issue that they want to check out first.

Indications that all the elements of competence are in place could include:

- ensuring the pupil understands what they plan to do and agrees with that plan
- a lesson that reflects the information given by the pupil and the learning goals they want to tackle
- building in opportunities to check the statements made by the pupil before moving to more challenging situations
- checking theoretical understanding

Indications of lack of competence include:

- delivering a pre-planned, standard lesson that doesn't take into account the pupil's expressed needs or concerns
- failing to build in a suitable balance of practice and theory

## **7.4 Were the practice areas suitable?**

The ADI should use an area or route that allows the pupil to practise safely and helps them to achieve their goals. It should provide some stretch and challenge, but without taking the pupil out of their competence zone.

Indications that all the elements of competence are in place could include choosing a practice area / route that provides:

- a range of opportunities to address the agreed learning objectives
- challenges, but is realistic in terms of the pupil's capabilities and confidence

Indications of lack of competence include the ADI taking the pupil into an area that:

- takes the pupil outside of their competence zone - so that they spend all their time 'surviving' and have no space left to look at learning issues
- exposing the pupil to risks they cannot manage

## **7.5 Was the lesson plan adapted, when appropriate, to help the pupil work towards their learning goals?**

The ADI should be willing and able to adapt if the pupil:

- appears to be uncomfortable or unable to deal with, the learning experience that the ADI has set up
- suggests that it is not providing what they were looking for

If the pupil's inability is creating a possible risk situation they must adapt quickly. This might require a few extra questions to clarify what is out of line. It may be that the problem is because of the teaching and learning style being used by the ADI rather than because the overall plan is wrong. Whatever the reason for adapting the plan, the ADI must make sure the pupil understands what they are doing and why.

Indications that all the elements of competence are in place could include:

- comparing the actual performance of the pupil with their claims and clarifying any differences
- responding to any faults or weaknesses that undermine the original plan for the session
- responding to any concerns or issues raised by the pupil
- picking up on non-verbal signs of discomfort or confusion

Indications of lack of competence include:

- persisting with a plan despite the pupil being clearly out of their depth
- persisting with a plan despite the pupil demonstrating faults or weaknesses that should lead to a rethink of the plan
- changing the plan without reason
- failing to explain to the pupil why the plan has been changed

## **7.6 Risk management**

It is vital that all parties in any on-road training situation understand, and are clear about, where the responsibility lies for the safety of themselves, others in the vehicle and other road users.

There are 2 aspects to the management of risk in any training situation.

At all times the ADI is responsible for their safety, the safety of the pupil and the safety of other road users. In particular circumstances this can extend to taking physical control of the vehicle to manage a safety critical incident. If the ADI fails in this basic responsibility, at any time, they will fail the standards check.

From a training point of view, the ADI is also responsible for developing the pupil's awareness of and ability to manage risk (as the driver, the pupil also has responsibilities). This is the objective that is being assessed in this section.

## **7.7 Did the ADI make sure that the pupil fully understood how the responsibility for risk would be shared?**

The 'balance of responsibility', between the pupil and the ADI, will inevitably vary in different circumstances. For example, compare the following 2 scenarios:

### **A pupil in the very early stages of their training, in a car fitted with dual controls.**

In this situation it might be reasonable for an ADI to start a lesson by saying something like:

At all times I expect you to drive as carefully and responsibly as possible. I will expect you to be aware of other road users and to control the car. However, I do have the ability to take control of the car in an emergency. I will only use these controls when I feel that you are not dealing with the situation yourself. If that happens we will take some time to talk about what happened so that you understand for next time.

### **A pupil who has passed their driving test but has asked you to give them some additional training in their own car, which is much bigger and more technically advanced than the one they learnt in.**

In this situation an ADI might say something like:

You have passed your test and I will therefore assume that you are taking full responsibility for our safety. I will be talking to you from time to time but I will try to keep that to a minimum so that I don't distract you. If I am quiet don't worry; that just means I am comfortable with what you are doing. I will, of course, let you know if I see any risk that you appear to have missed.

However, such opening statements are not all that is involved in meeting this criterion. The ADI should be managing this process throughout the lesson. So, for example, if the pupil makes some sort of mistake carrying out a manoeuvre the ADI should, ideally, find an opportunity to analyse that mistake with the pupil. Having achieved an understanding of what went wrong they might then ask the pupil to try the manoeuvre again. At that point they should provide the pupil with clear information about what is required of them.

So, for example, they might say:

Let's try that manoeuvre again. I won't say anything. Just try to remember what we have just been talking about.

On the other hand they may want to take back a bit of control and they might say:

Let's try that again. I will talk you through it this time. Just follow my instructions.

The ADI should work with the pupil to decide the best way of tackling the problem and that might mean a temporary change in the 'balance of responsibility'. The important thing is that the pupil knows what is expected of them.

Under test conditions there are no circumstances in which an ADI can assume that the issue of risk management has been dealt with. Even if the ADI and the pupil have had discussions about risk before the observed lesson, they must show that they are actively managing the issue for assessment purposes.

Indications that all the elements of competence are in place could include:

- asking the pupil what is meant by risk
- asking the pupil what sorts of issues create risk, such as the use of alcohol or drugs
- explaining clearly what is expected of the pupil and what the pupil can reasonably expect of the ADI
- checking that the pupil understands what is required of them when there is a change of plan or they are asked to repeat an exercise

Indications of lack of competence include:

- failing to address the issue of risk management
- giving incorrect guidance about where responsibility lies for management of risk
- failing to explain how dual controls will be used
- undermining the pupil's commitment to being safe and responsible, eg by agreeing with risky attitudes to alcohol use
- asking the pupil to repeat a manoeuvre or carry out a particular exercise without making sure that they understand what role the ADI is going to play

## **7.8 Were directions and instructions given to the pupil clear and given in good time?**

'Directions' should be taken to mean any instruction, such as 'turn left at the next junction' or 'try changing gear a little later'. Any input from the ADI must be sufficient, timely and appropriate. It is important that ADIs take account of the ability of their pupils when giving directions. Directions given late, or in a confusing or misleading way, do not allow the pupil to respond and can make weaknesses worse.

Too many unnecessary instructions from the ADI can both de-motivate the pupil and create a real hazard. Remember it is an offence to use a mobile phone whilst driving because this is known to create a level of risk equivalent to or, in some cases, greater than driving whilst drunk. It cannot, therefore be good practice to constantly bombard the pupil with unnecessary questions.

Indications that all the elements of competence are in place could include:

- clear, concise directions
- ensuring the pupil understands what they plan to do and agrees with that plan
- directions given at a suitable time so that the pupil can respond

Indications of lack of competence include:

- giving confused directions
- giving directions too late
- giving unnecessary directions
- failing to recognise when the ADI's input is causing overload or confusion

## **7.9 Was the trainer aware of the surroundings and the pupil's actions?**

This question lies at the heart of the ADI's professional skill. They should be able to:

- take in the outside world
- observe the actions of the pupil, including comments and body language
- judge whether those actions are suitable in any given situation
- respond accordingly

Any serious lapses in this area are likely to lead to a 0 marking.

## **7.10 Was any verbal or physical intervention by the trainer timely and appropriate?**

The overall approach should be client-centred. Remember that there is a fine balance between giving enough input and giving too much.

When stationary it would be expected that inputs and interventions would take the form of a dialogue with the pupil. In the moving-car environment an ADI remaining silent and signalling their confidence in

the pupil, through their body language, is just as much a coaching input as asking a stream of questions.

Clearly the most important 'interventions' are those that manage risk in a moving car. We would expect an ADI to point out situations in which a risk or hazard might arise to their pupil. However direct intervention by the ADI, to prevent a situation escalating, may be needed. This criterion is primarily about the ADI's response in those situations.

Indications that all the elements of competence are in place could include:

- intervening in a way that actively supports the pupil's learning process and safety during the session.
- allowing the pupil to deal with situations appropriately
- taking control of situation where the pupil is clearly out of their depth

Indications of lack of competence include:

- ignoring a developing situation and leaving the pupil to flounder
- taking control of a situation the pupil is clearly dealing with appropriately
- constantly intervening when unnecessary
- intervening inappropriately and creating distractions
- undermining the pupil's confidence
- reinforcing the ADI as the person who is in sole control of the lesson

## **7.11 Was sufficient feedback given to help the pupil understand any potentially safety critical incidents?**

If a safety critical, or potentially critical, incident does occur it is vital that the pupil fully understands what happened and how they could have avoided or dealt with it better. Ideally the pupil should be supported to analyse the situation for themselves. However, it may be necessary for the ADI to provide feedback if, for example, the pupil simply did not see a problem. That feedback should be given as soon as is practical after the incident.

Indications that all the elements of competence are in place could include:

- finding a safe place to stop and examine the critical incident
- allowing the pupil time to express any fears or concerns the incident might have caused
- supporting the pupil to reflect clearly about what happened
- providing input to clarify aspects of the incident that the pupil does not understand
- support the pupil to identify strategies for future situations
- providing input where the pupil does not understand what they should do differently
- checking that the pupil feels able to put the strategy in place
- agreeing ways of developing that competence if the pupil feels the need

Indications of lack of competence include:

- failing to examine the incident
- taking too long to address issues generated by an incident
- not allowing the pupil to explore their own understanding
- telling the pupil what the solution is and not checking their understanding
- failing to check the pupil's ability to put in place the agreed strategy

## **7.12 Teaching and learning strategies**

The important thing to remember when considering teaching and learning styles is that it is not just about coaching. It is about client-centred learning. Our judgement should be about whether the ADI can help the pupil to learn in an active way. Also, remember instruction based around the core competences used currently is pretty good. We must not throw that away. We are trying to increase the options available to an ADI. Coaching is a powerful extension of the range of options. It is not an automatic replacement for any of the existing ones.

There will be many times when it is useful to use a coaching technique. The principle that underpins coaching is that an engaged pupil is likely to achieve a higher level of understanding and that self-directed solutions

will seem far more relevant. This applies in every situation, including instruction. Direct instruction is useful in helping a pupil in the early stages cope with new situations or supporting a pupil who is clearly struggling in a certain situation. Good coaching will use the correct technique at the correct time, matching the pupil's needs. In some cases the ADI may need to give direct instruction through a particularly difficult situation. That instruction forms part of a coaching process if the ADI then encourages the pupil to analyse the problem and take responsibility for learning from it. A good ADI will take every opportunity to reinforce learning.

### **7.13 Was the teaching style suited to the pupil's learning style and current ability?**

The ADI should take into account all that they understand about the pupil. They should recognise that different pupils will have different preferred approaches to learning, although these may only emerge fully over a number of lessons. Some pupils may be very willing to learn actively and others may want opportunities to reflect before they make the next step in their learning. The ADI should at least be able to give evidence of their sensitivity to these issues. In a one-off session this will probably be best demonstrated by offering a range of options. The ADI should be able to adjust their approach if evidence emerges of a different preferred style.

It is impossible to force learning on a pupil. Progress is always determined by what the pupil is comfortable with. The skill is recognising when the pupil stops learning. The pace of a session should be set by the pupil. On the other hand a pupil should not be talked out of experimenting, if this is within safe bounds.

When coaching, the ADI should ensure that the tools used are suitable. If a question and answer technique is used this should match the pupil's level of ability and encourage them to use a higher level of thinking to give a response. Asking closed questions of a pupil who is demonstrating a high level of ability, unless this is to check knowledge, is of little use. Asking open questions to a pupil of limited ability who is finding it difficult to achieve the task they have set for themselves may

be very confusing. These are not hard and fast rules. The effectiveness of any question has to be assessed given the circumstances at the time.

Indications that all the elements of competence are in place could include:

- actively working to understand how they can best support the pupil's learning process (they might not achieve a full understanding in the session – it is the attempt that demonstrates competence)
- modifying teaching style when or if they realise there is a need to do so
- providing accurate and technically correct demonstration, instruction or information - giving technically incorrect instruction or information is an automatic fail if that input might lead to a safety critical situation
- using practical examples and other similar tools to provide different ways of looking at a particular subject
- linking learning in theory to learning in practice
- encouraging and helping the pupil to take ownership of the learning process
- responding to faults in a timely manner
- providing enough uninterrupted time to practice new skills
- providing the pupil with clear guidance about how they might practice outside the session

Indications of lack of competence include:

- adopting a teaching style clearly at odds with the pupil's learning style
- failing to check with the pupil whether the approach they are taking is acceptable
- failing to explore other ways of addressing a particular learning point
- concentrating on delivering teaching tools rather than looking for learning outcomes
- ignoring safety issues

**7.14 Was the pupil encouraged to analyse problems and take responsibility for their learning?**

A key part of the client-centred approach is development of active problem solving in the pupil. This means that the ADI has to provide time for this to happen and has to stop talking for long enough for the pupil to do the work. The key thing to remember, however, is that different pupils will respond to this invitation in different ways. Some may be able to do it instantly, in a discussion. Others may need to go away and reflect upon a particular problem. They may need to be pointed at readings or other inputs to help them get a handle on the issue. Pushing a pupil to come up with answers on the spot may be unproductive for some.

Indications that all the elements of competence are in place could include:

- providing time, in a suitable location, to explore any problems or issues that arose during the lesson or that were raised by the pupil
- providing timely opportunities for analysis; promptly in the case of risk critical incidents
- taking time and using suitable techniques to understand any problems the pupil had with understanding an issue
- suggesting suitable strategies to help the pupil develop their understanding, such as using practical examples or pointing them at further reading
- giving clear and accurate information to fill gaps in the pupil's knowledge or understanding
- leaving the pupil feeling that they had responsibility for their learning in the situation

Indications of lack of competence include:

- leaving the pupil feeling that the ADI was in control of the teaching process
- failing to explore alternative ways of addressing a problem – in response to evidence of different learning preferences
- providing unsuitable or incorrect inputs

**7.15 Were opportunities and examples used to clarify learning outcomes?**

While training in technique is core to the learning process it is important to reinforce this input and to link it with theory. The best way to do this is to use real-world situations during the lesson. The use of practical examples and scenarios on a lesson gives the pupil a better understanding of when, how and why to use a particular technique.

This can be done, for example, by asking the pupil to think about why mirrors are important when changing direction.

Indications that all the elements of competence are in place could include:

- using examples identified on a lesson in a suitable way and at a suitable time to confirm or reinforce understanding
- exploring different ways to use examples to respond to differences in preferred learning style
- using examples that are within the pupil's range of experience and ability to understand
- recognising that some pupils will be able to respond instantly while others will want to think about the issue

Indications of lack of competence include:

- using examples the pupil cannot really understand through lack of experience
- using complex examples that the pupil doesn't have the ability to respond to
- failing to give the pupil time to think through the issues and come to their own conclusion
- imposing an interpretation

## **7.16 Was the technical information given comprehensive, appropriate and accurate?**

As noted above giving incorrect or insufficient information, with the result that a safety critical situation might occur, will result in an automatic fail.

Remember that good information is:

- accurate
- relevant
- timely

Failure to meet any one of these criteria makes the others redundant.

Most sessions will require some technical input from the ADI to help the pupil solve problems or to fill a gap in their knowledge. This input must be accurate and appropriate.

Information given must be comprehensive when associated with a recurring weakness in the pupil's driving. Simply telling the pupil that they have done something wrong is unlikely to help them overcome the problem.

Any practical demonstration of technique must be clear and suitable. The pupil should be engaged and given the opportunity to explore their understanding of what they are being shown.

Information given unnecessarily may not be helpful, for example continually telling the pupil what to do and not allowing the pupil an opportunity to take responsibility.

Unclear or misleading advice should also be avoided. Comments such as 'you're a bit close to these parked cars' could be used to introduce coaching on a weakness but are of little use on their own as they are unclear. How close is 'a bit' and is it significant?

Indications that all the elements of competence are in place could include:

- giving clear, timely and technically accurate demonstrations or explanations
- checking understanding and, if necessary, repeating the demonstration or explanation
- finding a different way to demonstrate or explain if the pupil still does not understand

Indications of lack of competence include:

- providing inaccurate or unclear information, too late or too early in the learning process
- failing to check understanding
- failing to explore alternative ways of presenting information where the pupil does not understand the first offering

## **7.17 Was the pupil given appropriate and timely feedback during the session?**

Feedback is an essential part of learning but the process must be balanced. A pupil needs to have a clear picture of how they are doing, against their learning objectives, throughout the lesson. They should be encouraged when performing well and coached when a problem or learning opportunity occurs. However, a constant stream of words, however technically accurate, given at an unsuitable time may be demotivating or actually dangerous. Sitting quietly and saying nothing can also be a very powerful form of feedback in some situations.

All feedback should be relevant, positive and honest. It is not helpful if the pupil is given unrealistic feedback which creates a false sense of their own ability. Where possible, feedback should not be negative. Rather than saying somebody has a weakness, consider expressing it as a learning opportunity. However, if they need to be told something is wrong or dangerous there is no point in waffling. The pupil should have a realistic sense of their own performance.

Feedback is a two-way street. It should, ideally, be prompted by the pupil with the ADI responding to the pupil's questions or comments. The pupil's feedback should never be overlooked or disregarded.

Indications that all the elements of competence are in place could include:

- providing feedback in response to questions from the pupil
- seeking appropriate opportunities to provide feedback that reinforces understanding or confirms achievement of learning objectives
- providing feedback about failure to achieve learning objectives that helps the pupil achieve an understanding of what they need to do to improve

- providing feedback that the pupil can understand
- providing consistent feedback that is reinforced by body language

Indications of lack of competence include:

- providing feedback a long time after an incident so that the pupil cannot link the feedback to what happened
- providing feedback that overlooks a safety critical incident
- continuously providing feedback when this may be distracting the pupil
- failing to check the pupil's understanding of feedback
- providing feedback that is irrelevant to the pupil's learning objectives, for example commenting on their personal appearance
- refusing to hear reasonable feedback about the ADI's own performance

## **7.18 Were the pupil's queries followed up and answered?**

Direct questions or queries from the pupil should be dealt with as soon as possible. The response may involve providing information or directing the pupil to a suitable source.

Remember that, wherever possible, the pupil should be encouraged to discover answers themselves. However, if the ADI does need to provide information they must ensure that the pupil completely understands the information given.

Pupils may not always have the confidence to ask direct questions. The ADI should be able to pick up comments or body language that indicates uncertainty or confusion and use suitable techniques to explore possible issues.

Indications that all the elements of competence are in place could include:

- responding openly and readily to queries
- providing helpful answers or directing the pupil to suitable sources of information

- actively checking with pupils if their comments or body language suggest they may have a question
- encouraging the pupil to explore possible solutions for themselves

Indications of lack of competence include:

- refusing to respond to queries
- providing inaccurate information in response to queries
- avoiding the question or denying responsibility for answering it

## **7.19 Did the trainer maintain an appropriate, non-discriminatory manner throughout the session?**

The ADI should maintain an atmosphere in which the pupil feels comfortable to express their opinions. They should create an open, friendly environment for learning, regardless of the pupil's age, gender, sexual orientation, ethnic background, religion, physical abilities or any other irrelevant factor. This implies active respect for the pupil, their values and what constitutes appropriate behaviour in their culture.

The ADI must not display inappropriate attitudes or behaviours towards other road users and should challenge their pupil if they display these behaviours.

Indications that all the elements of competence are in place could include:

- keeping a respectful distance and not invading the pupil's personal space
- asking the pupil how they wish to be addressed
- asking a disabled driver to explain what the ADI needs to know about their condition
- adopting an appropriate position in the car
- using language about other road users that is not derogatory and that does not invite the pupil to collude with any discriminatory attitude

Indications of lack of competence include:

- invading somebody's physical space
- touching the pupil, including trying to shake hands, unless it is necessary for safety reasons
- using somebody's first name unless they have said that this is acceptable
- commenting on the pupil's appearance or any other personal attribute unless it has a direct impact on their ability to drive safely, such as wearing shoes that make it difficult for them to operate the vehicle's pedals

## **7.20 End of the session - was the pupil encouraged to reflect on their own performance?**

At the end of the session the pupil should be encouraged to reflect on their performance and discuss their feelings with the ADI.

The ADI should encourage honest self-appraisal and use client-centred techniques to highlight areas that need development if the pupil has not recognised them. Once development areas have been identified the pupil should be encouraged to make them part of future development.

## **7.21 Review**

In most situations an ADI will maintain their awareness of what is going on around them, give reasonably clear and timely direction and intervene in an appropriate and timely way to ensure that no safety-critical incidents occur. Their instruction may not be brilliant but it is safe.

However, from time to time, situations will arise in which an ADI's actions or instruction are of such poor quality that the examiner may decide that they are putting themselves, the learner or any third party in immediate danger.

Example: The learner is approaching a closed junction. They ask the instructor whether they should stop at the Give Way line. The instructor is completely unable to see down the joining roads but tells the learner to 'go, go, go'.

In these circumstances the examiner would be entitled to stop the lesson and mark it as an immediate Fail.

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