

## Standards Check

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Once my check test letter arrived, it was the usual panic setting in, I accepted the date given, responded as per request. So now time to find a suitable pupil, to do this I looked at my current pupil portfolio and thought of those who had had 15-20 hours and contacted the relevant pupil, explained the situation and offered them a free lesson to attend the standards check. **But remember to have a back up plan, contact a few pupils as you never know which one backs out at the last moment!**

**To help me prepare, I printed off the standards check test form (sc1)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/305479/adi-standards-check-form-example.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/305479/adi-standards-check-form-example.pdf)

**I filled one of these each day with a random pupil, trying to be as objective as I could, marking the sheet as I thought best, adding notes to the feedback section.**

**I also attended a check test workshop hosted by Phil Hirst 07711238555 (courtesy of L.D.I.A.)**

**I decided to do Roundabouts (Junctions) & faster moving roads, as the pupil I had chosen had had approx 20 hours of lessons, but was (in my opinion) weak on roundabouts and making progress. I thought this to be a good subject to cover.**

**I will go through the marking sheet shortly, but the route I chose, was setting off from the Horsforth test centre in Leeds. So I went through the debrief from the last lesson, highlighted the previous faults and set out the lesson plan for today, I asked the pupil if she agreed, or if she would like to do something different, she agreed that what I highlighted was her main weakness at present.**

**Before we set off, I outlined that we would do a few mini roundabouts to start with and then pull up after these to discuss how they went, I then asked HOW ARE WE GOING TO SHARE THE RESPONSIBILITY WITH THE ROUNDABOUTS? HOW MUCH ASSISTANCE DO YOU REQUIRE FROM ME? The pupil said she would be happy to try the mini roundabouts on her own, but would require some assistance on the larger roundabouts. With this agreed, I said we would move off when she was ready, again asking DO YOU NEED ANY ASSISTANCE FROM ME ON MOVING OFF, a little was the reply. So we moved off.**

**My route was down Low lane, across the ring road, continuing on low lane, ahead at the 1<sup>st</sup> mini roundabout, left on the next roundabout, up Butcher hill, through the traffic calming area, left at the next roundabout, 1<sup>st</sup> exit, the pupil positioned to turn right, so I stepped in and said we need to be more left but check your mirrors before changing direction, I then asked the pupil to pull up on the left in a safe place, I did this so we could discuss how she felt and what she could change if anything, I mentioned the lane positioning and the need for the mirrors.**

I then asked if she would like to do some more mini roundabouts (remember it is the pupils choice, what if they did not feel confident to move on?) or if she would like to move on to some larger roundabouts? She was happy to progress to larger roundabouts, I explained which roundabouts we would be doing, **AGAIN ASKING HOW MUCH ASSISTANCE SHE REQUIRED FROM ME**, her response was I would like some help on gear selections and when to move across for the 3<sup>rd</sup> exit, so with this agreed, we proceeded to move off, again asking if any assistance was required from me?

We carried on, on Spen lane, turning right on to west parade, on to spen road, then turning left onto Otley road, onto lawnswood roundabout with the intention of turning right 3<sup>rd</sup> exit, so asking which gear she thought best, as we entered the roundabout, her positioning was good, so I praised her for the excellent entry and positioning, we continued on the ring road (A6120) we approached a slow moving vehicle in front, I asked if she would like to overtake, she said not at this time, then a wagon overtook the slow car, so I said check your mirrors, is it clear? ' YES' so I said MSM and check your right shoulder, we did a fantastic over take (not planned) **SO WE DEVIATED FROM ORIGINAL LESSON PLAN, THEN REVERTED BACK TO NORMAL LESSON**, remembering to praise her for the overtake. Ahead at the next roundabout 2<sup>nd</sup> exit, next roundabout right 3<sup>rd</sup> exit, right on the next roundabout 4<sup>th</sup> exit on to stonegate road, we then pulled up to discuss how she felt and if there was anything we could do different. We then agreed to do some more roundabouts, again asking how much assistance she required from me.

We turned right 2<sup>nd</sup> exit onto King lane, ahead at the next roundabout 2<sup>nd</sup> exit still on King lane, turning left 1<sup>st</sup> exit on the next roundabout then left at the end of the road, taking the 2<sup>nd</sup> left onto tynwald drive, I then asked her to pull up in a safe convenient place (but here I gave her a clue between 2 parked cars, but got marked down for this as I should have let her do it independently) I had to grab the steering wheel as she nearly hit the kerb, I explained that I had to interfere with the control in order to avoid hitting the kerb and damaging the wheels/tyres/suspension/tracking etc,i did say we would try another stop to see if she could avoid the kerb, I then asked if she was okay to carry on with what we had planned or would she like to change the lesson? She was happy to continue with the agreed plan, we moved off, again asking how much assistance she wanted from me? We did another stop, which was better executed.

We then went back to king lane roundabout, right 4<sup>th</sup> exit, turning right 3<sup>rd</sup> exit onto the ring road roundabout, ahead at the lawnswood roundabout 2<sup>nd</sup> exit, turning left at the traffic lights on to spen lane and turning left on to spen road, again pulling up to see how she felt the last section went, once the self analysis was completed, I then asked if she would like to do some more big or small roundabouts, she was happy to do mini roundabouts, so we made our way back towards butcher hill and back to the test station, as we arrived back at the test station, we parked up, I asked her how she felt the lesson went and had she felt she learned from the lesson, also had she agreed that the lesson was as we originally planned? Giving her feedback as to where I thought we could improve also, Then asking what would you like to achieve during your next lesson.

Senior examiner asked me to meet him back at the test station in about 10 mins for my debrief. He asked how I felt the lesson went, I said I thought it went well, we kept to the lesson plan, having to deviate for the overtake manoeuvre, I did say I thought I sometimes over instructed (which unfortunately is a fault I have) The SE gave me my sheet and said he was happy to say I got a grade A but that I only just scrapped through for the A, he did say that yes I did over instruct at times (but you all know your own pupils best & sometimes the instruction needs to be there)

**One thing that was not mentioned to me was how he scored the sheet, I feel this could have been explained in detail to see if I agreed with some of his scores, reflecting on some of the scores given, I feel I was under marked, but this will give me room and time to work on my teaching/coaching methods, I shall keep reflecting on my sheet trying to improve on the lower scores with pupils each week.**

Scoring section

Lesson planning

score given

- 1, did the trainer identify the pupils learning goals and needs? 3  
**agreed**
- 2, was the agreed lesson structure appropriate for the pupils experience & ability? 2  
**I thought it was appropriate for said pupil and their experience**
- 3, was the practice area suitable? 3  
**agreed**
- 4, was the lesson plan adapted if appropriate to help the pupil work towards the learning goal? 2  
**overtake manoeuvre, plenty of Q&A i dont think i could have adapted anymore?**

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Risk Management

- 5 did the trainer ensure that the pupil fully understood how responsibility would be shared? 2  
**Disagree, asked the pupil on each task how we would share responsibility**
- 6 were the directions & instructions given to the pupil clear and in good time? 2  
**disagree, they were clear and in good time for pupil to plan each move!**
- 7 was the trainer aware of the surroundings and the pupils actions? 3  
**agreed**
- 8 was any verbal or physical intervention by the trainer timely and appropriate? 2  
**Disagree, had to adjust steering to avoid hitting the kerb**
- 9 was sufficient feedback given to help the pupil understand any potential safety critical incidents? 2  
**Disagree, I thought feedback was given each time we pulled up?**

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Teaching & learning

- 10 Was the teaching/coaching style suited to the pupils learning style and current ability? 2  
**Disagree, SE scrubbed 3 out and marked 2**
- 11 Was the pupil encouraged to analyse any problems and take responsibility for their learning? 2  
**Agreed, although they analysed problem, they not take responsibility**
- 12 Were opportunities and examples used to clarify learning outcomes? 3  
**agreed, used photos from ipad for roundabouts**
- 13 Was the technical information given, comprehensive, appropriate and accurate? 3  
**Agreed, plenty of Q&A**
- 14 Was the pupil given appropriate and timely feedback during the session? 3  
**Agreed, praise when done well, also at each point we pulled up.**
- 15 Were the pupils queries followed up and answered? 3  
**No queries arose**
- 16 Did the trainer maintain an appropriate non discriminatory manner through out the session? 3  
**Agreed, asked how other motorists made her feel**
- 17 At the end of the session, was the pupil encouraged to reflect on their own Performance? 3  
**Agreed, asked how they felt it went and where could they improve, but also how can I help you achieve this.**

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