

# TRAINERS' WORKBOOK

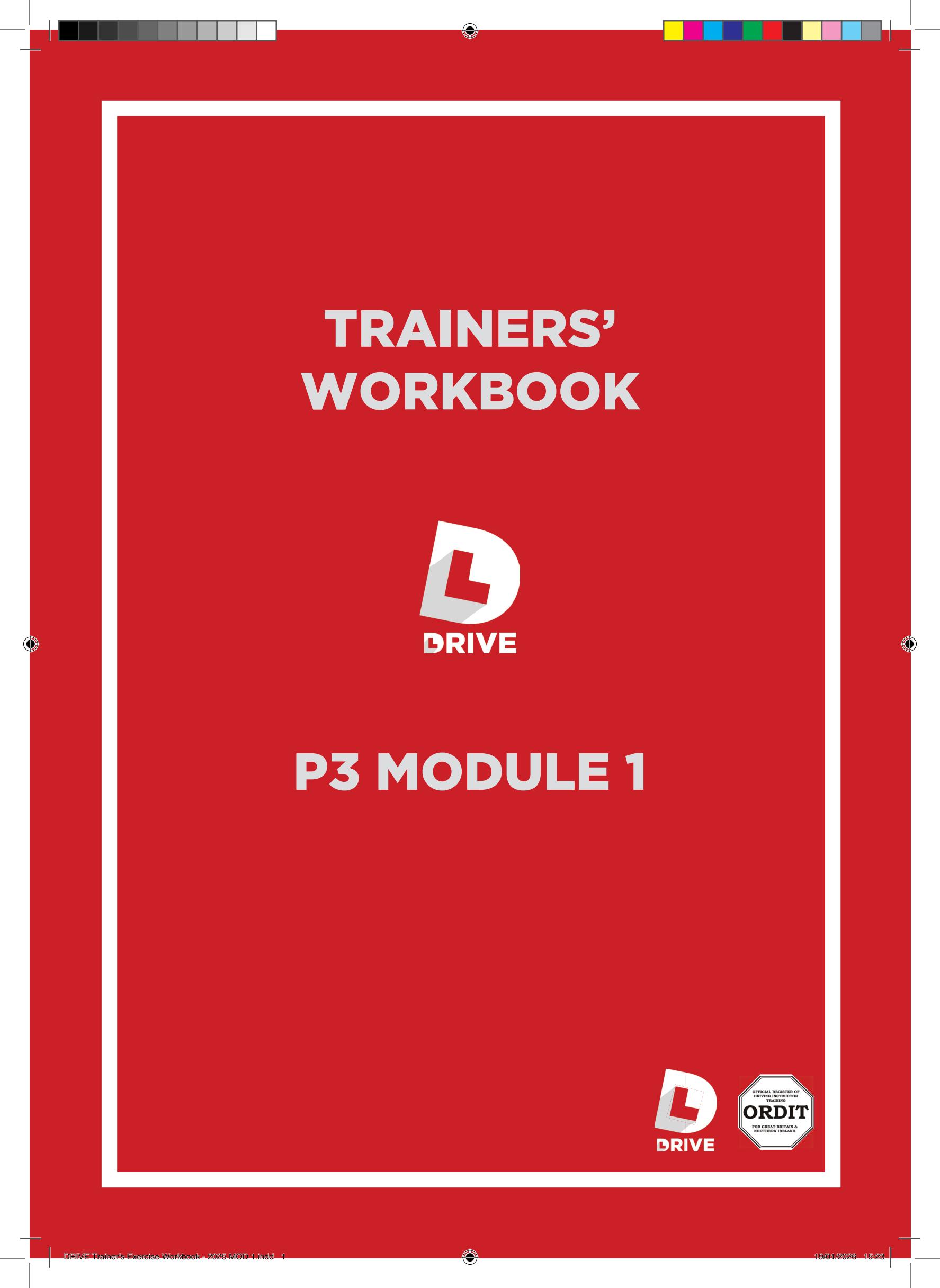


## P3 MODULES









# TRAINERS' WORKBOOK



## P3 MODULE 1





## MODULE 1 - UNIT 1 - INSTRUCTOR'S ROLE & WORKPLACE

### MODULE 1 - UNIT 1 - INSTRUCTOR'S ROLE & WORKPLACE



#### STEP 1 - RECAP AND IDENTIFY NEEDS



##### EXERCISE 1

- Drive to an area suitable for a first time driver on their first lesson (Nursery area)
- If you have never met the PDI's before, use this time to build rapport and get an idea of their motivation behind becoming a driving instructor.
- If you have met the PDI's before, use this time to discuss how their Part 3 coursework has been, and what preparations they have made for the day.

##### EXERCISE 2

##### REVIEW THE PDI'S WORKBOOK & DISCUSS THE FOLLOWING TO IDENTIFY NEEDS:

###### Reflecting on previous knowledge:

Discussion point	Potential outcome
What have your PDIs seen within the Coursework Element?	Content related: cockpit drill, professionalism etc.
What questions do you have on this unit?	Use the PDI's answers in workbook to identify needs.
What do you want to take from this unit?	

###### The instructor's seating position:

Question	Potential answer
Why is your comfort important in the instructor's seat?	Staying alert, preventing fatigue, ensuring seating position is "Safe" (Airbags etc)
Why does your focus need to be the learner, not the road ahead	Danger in the car as opposed to out of the car, fault spotting the driver, watching for body language
Does the learner cause you any blind spots?	Immediate right hand side, explore various learner seating positions and effects.
Could you create blind spots for the learner? Where?	Immediate left hand side, explore various instructor seating positions and effects.
Can you reach the dual control pedals	How seating position affects reach on pedals, can pedals be adjusted
Can you reach the steering wheel?	Importance of personal space, when would you need to reach the wheel, and what would happen

###### Adjusting the dual mirror:

Question	Potential answer
Where does your dual mirror (not mirrors) belong on your windscreen?	Outside of wiper sweep, behind centre mirror, issue with eye mirrors

**Important:** If your car is fitted with an instructor's eye-mirror please remove it during any training that you deliver to DRIVE customers. See the advice in 'Watching the Learner' for more information about this.

###### Awareness of the dual-controls:

Question	Potential answer
Where would your feet usually be positioned when the learner is driving?	Foot ready on brake? Why? What would this signify (Route too hard for learner / not enough help)
What do you need to be mindful of when Dual Controls are installed in your car?	Active/Passive dual control systems, advice to passengers (learners sitting in instructors seat on first session)



**The in car environment:**

Question	Potential answer
How can you ensure the learner is comfortable?	Instructor helping learner with cockpit drill, helping short/tall learners, temperature and airflow.
Can you smoke?	Laws around smoking in business vehicle.
Can you use your phone?	Laws around phone use when supervising drivers.
What are the benefits of a clean and tidy vehicle?	Impression to learners and examiners, safe and easy to reach storage of teaching materials and resources
How can you portray a professional image?	Clean inside/outside of car, livery, dress code

## STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

As the wheels do not move during this Exercise, your role is simply to make sure the PDIs are as comfortable in the learning environment as possible, whilst building rapport in preparation for further units.

Risks (potential/safety critical incidents) will be dealt with out of role and safety will not be compromised.

## STEP 3 - DOING THE JOB

### EXERCISE 3

This is a group discussion with both PDI's around the following areas:

**The example set by the instructor:**

Question	Potential answer
What is a good example?	Driving behaviours (When would the instructor be driving?) Attitudes, actions. Communication with learners away from lesson time.
What is a bad example?	Driving behaviours (When would the instructor be driving?) Attitudes, actions with reference to smoking and phone use. Communication with learners away from lesson time.

**Enthusiasm:**

Question	Potential answer
What is enthusiasm?	“Enjoyment, interest and approval”
Why is enthusiasm important?	Will learners always be enthusiastic? Benefit of enthusiasm for a learner with a learning barrier.
How can it contribute to success during lessons?	Boosting confidence for learner, encouraging ownership of learning
How can it contribute to success in business?	Increased customer service, referrals and recommendations

Cont....



## MODULE 1 - UNIT 1 - INSTRUCTOR'S ROLE & WORKPLACE

### STEP 3 - DOING THE JOB CONT...

#### Safety:

Question	Potential answer
How does the instructor balance car safety with allowing the client to learn effectively?	Route planning, spotting and targeting appropriate learning needs, spotting non verbal body language to indicate discomfort or a lack of understanding.

#### Professionalism:

Question	Potential answer
What attitude would a professional instructor have?	Empathetic, energetic, enthusiastic, attentive, open, caring, friendly.
What appearance would a professional instructor have?	Use yourself as an example!
What is meant by punctuality?	Timing arriving to/finishing lessons, timing replying to communications away from lessons, timing arriving to tests.

#### The in-car learning environment:

Question	Potential answer
What noises in the car could affect your lesson?	Noises outside the car - roadworks, horns, exhausts. Noises inside the car, engine revs affecting communication.
When would heating / wipers / aircon be appropriate?	Benefits of a well ventilated, comfortable temperature learning environment. Visibility when driving.
How important is ventilation to a lesson?	Effects of too hot / too cold on the learning environment.

### STEP 4: FEEDBACK & ADAPT

- Elicit feedback from the PDIs.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

Question
Have the PDIs satisfactorily answered the questions in the discussions in the exercises?

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.

### STEP 5: REFLECTION

- Encourage reflection on performance.
- As this is the end of the Unit, discuss the session and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**

## END OF MODULE 1 - UNIT 1 - INSTRUCTOR'S ROLE & WORKPLACE



## MODULE 1 - UNIT 2 - HOW TO USE QUESTIONS



## STEP 1 - RECAP AND IDENTIFY NEEDS

## EXERCISE 1:

REVIEW THE PDI'S WORKBOOK &amp; DISCUSS THE FOLLOWING TO IDENTIFY NEEDS:

## Discussion on questions:

Question	Possible outcomes	Validate
Why do we use questions?	Learner taking responsibility, establish "known" and "unknown" elements.	
When do we use questions?	Start of session, recapping previous experience, as a prompt	
What is an "Open" question?	No fixed answer, thoughts and feelings	Can you give me an example?
What is a "Closed" question?	Fixed type answer, yes/no, stop/go.	Can you give me an example?
What do we mean by "Active Listening"?	Taking time to listen to the learner's response, asking them to explain more or clarify you have heard them correctly.	How am I demonstrating I am actively listening now? (Eye contact, repeating for clarity, ask to elaborate/additional info.)
How does body language help build rapport?	It shows we are listening and are interested.	Maintains eye contact, mirrors learner's own body language
Are there really any wrong answers?	Do wrong answers uncover learning opportunities?	Follow up and explore incorrect answers.
Can a question be distracting?	Open questions just as you are entering a roundabout? Just as a traffic light turns green?	Give an example: Vague, poorly timed questions.
What are the dangers of "Why" questions?	Accusatory "Why did you do that?" Tonality of questions	Give an example of tonality - accusatory.

## STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

For this Exercise, the Trainer will take full responsibility for risk and safety.

Trainer will give route directions to the PDI.

Whilst the PDI is driving, there should be no need to intervene verbally or physically for any risk situations, however remind everyone in the vehicle ultimately you as the Trainer are responsible for the safety of the vehicle, and the safety of other road users.

## STEP 3 - DOING THE JOB

## EXERCISE 2: Client centred questions: Set the exercise up by ensuring the PDIs understand the following:

- Find an area with three or four basic left turns in succession.
- The PDI will be driving, with you "As the instructor" to allow a good and bad example of question use.
- You will do 2 loops of the left turns. Each drive should last around 10 minutes. (cont...)



## MODULE 1 - UNIT 2 - HOW TO USE QUESTIONS

### STEP 3 - DOING THE JOB (CONT...)

#### Loop 1:

Ask short closed questions that are useful within the context of that drive.  
Your driver should be able to give a short concise answer without you distracting them.

Some examples could include:

- What vehicle can you see behind you? (Simple, specific) "A white van close behind"
- Is it safe to go? (Simple, relevant) "Yes"
- What is the speed limit here? (Simple, clear, relevant) "It's 20mph"

#### Loop 2:

Ask deliberately open, vague, demanding questions.  
The aim is to almost make the driver annoyed that your input is distracting and not productive.

Examples of this could be:

- What can you see over your right shoulder? What else? What else?.... (Vague, not relevant)
- What do you need to do now? (Vague)
- What can you see? What else? (quickly gets complex in terms of hazard awareness!)

#### 2:1?

Task the PDI in the back to makes notes:

- Recognise effect of the question on the driver.
- Did the driver respond "Positively" or "Negatively" to the question?
- Did they notice the driver displaying frustration or distraction?
- Did their body language change? If so, how?
- Repeat with PDIs swapping seats.

#### EXERCISE 3:

**Embedded command exercise: Set the exercise up by ensuring the PDIs understand the following:**

- Use a training area with 4 left turns in succession.
- Your PDI will drive for this exercise, with you in the instructor's seat.
- Each short drive should last around 10 minutes. Use the examples below:

Word	Example	Outcome
Slowly	Okay Adam, show me how <i>Slowly</i> you will approach this junction	Reduced speed on approach, increased time for observations/gears etc.
Smoothly	Can you show me how <i>Smoothly</i> you can bring the clutch up here?	Reduced urgency and rushing, better clutch control.
Early	How <i>Early</i> can we look at this junction?	Earlier observations, Over/Under/Through obstacles, increased time for gears/approach speed etc.
Gently	Show me how <i>Gently</i> we can squeeze the brake pedal as we slow down	Increased car control, increased confidence in learner of their control.

**Discussion:**

Question	Possible Answer
How did the instructor emphasise certain words?	Pauses before and after, change in tone when word spoken
What was the driver's response when the word <i>Slowly</i> was emphasised?	Speed reduced, mirrors checked, earlier routine use
What was the driver's response when the word <i>Smoothly</i> was emphasised?	Slower deliberate use of specific control (e.g. clutch or accelerator)
What was the driver's response when the word <i>Early</i> was emphasised?	Easing off of gas, earlier and increased action (e.g. observations or mirror checks)
What was the driver's response when the word <i>Gently</i> was emphasised?	More mindful with inputs to car, especially when slow speed control.
How would this effect be useful when teaching learners?	Emphasis on subconscious effects of actions rather than conscious input that may overload client.

**STEP 4: FEEDBACK & ADAPT**

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

Question	Possible Answer
How has the instructor shown they are paying attention?	Questions based from the learners answers, relevant and useful to learner, used good body language
How has the instructor been non judgemental?	Neutral/success based responses to potentially wrong information or "Don't know"
Has the instructor clarified or summarised any of the learner's information? Why?	Benefit of learner elaborating further on examples given to check understanding or clarify technical knowledge.
How important were the instructor's questions to the flow of the drive?	Use of open and closed questions when relevant, leading questions to highlight important areas where needed.

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.

**STEP 5: REFLECTION**

- Encourage reflection on performance.
- As this is the end of the Unit, discuss the session and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**



## MODULE 1 - UNIT 3 - CONVERSATIONS

### MODULE 1 - UNIT 3 - CONVERSATIONS



#### STEP 1 - RECAP AND IDENTIFY NEEDS

##### EXERCISE 1:

REVIEW THE PDI'S WORKBOOK & DISCUSS THE FOLLOWING TO IDENTIFY NEEDS:



##### Discussion:

Question	Answer
What could be the there benefits of using a 'model'	Structure, format, guidance
Are there limitations of using a model?	Restrictive, prescriptive, force an artificial conversation,
Which of your new, instructional skills will you use in 'Conversations'?	Active listening, building rapport, using questions
What are the benefits of using leading questions?	Keep better control of the conversation.
Why do we need to be specific with our questions?	Keep conversation on subject, avoids questions that are impossible to answer, aids next step of lesson structure (how we decide what to do next).

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

As the wheels do not move during this Exercise, your role is simply to make sure the PDIs are as comfortable in the learning environment as possible, whilst building rapport in preparation for further units.

Risks (potential/safety critical incidents) will be dealt with out of role and safety will not be compromised.

#### STEP 3 - DOING THE JOB

##### EXERCISE 2: Set the exercise up by ensuring the PDIs understand the following:

The PDI will sit in the instructor's seat with you in the driver's seat.

Play the role of a compliant learner.

You are a beginner driver, who has had a few lessons with mum and dad. This is their first formal driving lesson.

- Outcome is for the PDI to feel comfortable having a conversation with you as the learner, about what the learner has done so far. You have moved the car in a car park, but you don't really understand the jobs in POM.

##### 2:1 TRAINING?

- If 2:1 allow PDI 2 to lead the feedback process using the notes made in workbook.
- Repeat with PDIs swapping seats.





### STEP 4: FEEDBACK & ADAPT

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

Questions:
• Has the PDI used leading questions to elicit information?
• Has the PDI used active listening skills to clarify knowledge and build rapport?
• Is the PDI aware of their own and the learners body language?
• Has the PDI used specific rather than vague questions?
• Has the PDI given technical information where appropriate? Has this been accurate?
• Has the PDI remained non judgemental, but challenged incorrect perceptions?
• Has the PDI used repetition of the learner's own words to elicit more information and build rapport?
• Encouragement of the learner to set their own goal, or identify their own need.
By the end of the conversation, the PDI should know:
• What type of driving the learner has done before.
• What they are confident with.
• Any issues they are struggling with.
• What an appropriate goal for the learner would be.
• What an appropriate training area would be for the learner.
• Repeat areas of development if necessary.
• Points for revision noted in PDI's workbook.

### STEP 5: REFLECTION

- Encourage reflection on performance.
- As this is the end of the Unit, discuss the session and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**



## MODULE 1 - UNIT 4 - USING A VISUAL AID

### MODULE 1 - UNIT 4 - USING A VISUAL AID



#### STEP 1 - RECAP AND IDENTIFY NEEDS

##### EXERCISE 1:

REVIEW THE PDI'S WORKBOOK & DISCUSS THE FOLLOWING TO IDENTIFY NEEDS:

##### Discussion:

Question	Answer
How does using a VTS follow on from the 'Conversations' unit?	VTS can help introduce technical information to identify knowns or unknowns.
What are the benefits of using a VTS?	Helps learner and PDI ensure all points are covered.
How can we share a VTS with our learners?	Allow the learner to hold, draw, read it.
How would we use a VTS with an early stage learner?	Use the bullet points to help introduce new, 'unknown' elements.
How would we use a VTS with an experienced learner?	Allow PDI to identify gaps in knowledge or understanding.

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared:

The wheels do not move during this Exercise.

Your role is simply to make sure the PDIs are as comfortable in the learning environment as possible, whilst building rapport in preparation for further units.

#### STEP 3 - DOING THE JOB

##### EXERCISE 2: Set the exercise up by ensuring the PDIs understand the following:

The PDI will sit in the instructor's seat with you in the driver's seat.

- Be a compliant learner using light role play.
- You have completed Forward Bay Parks. You need to move onto Reverse Bay Parks.

The PDI will:

- Use the VTS to start a conversation (using skills in Unit 3)
- Use VTS to ask specific questions regarding the Forward Bay Park and Reverse Bay Park to identify unknown elements.

PDIs will use "Car Parks - From the Left" in the VTS.

Outcome is for the PDI to feel comfortable using the VTS to find out the known and unknown elements the learner has done and understands so far.





### EXERCISE 3: Set the exercise up by ensuring the PDIs understand the following:

Be a compliant learner using light role play.

- You are having trouble with Parallel Parking .
- The driver error is you hit the kerb or you're too far away from the kerb (caused by poor steering).

PDIs will use "Parallel Park" in the VTS.

Outcome is for the PDI to feel comfortable using the VTS to help the learner identify the issue and discuss.

### 2:1 TRAINING?

- If 2:1 allow PDI 2 to lead the feedback process using the notes made in workbook.
- Repeat with PDIs swapping seats.

## STEP 4: FEEDBACK & ADAPT

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

Questions:

- Has the PDI used leading questions to elicit information?
- Has the PDI used active listening skills to clarify knowledge and build rapport?
- Is the PDI aware of their own and the learners body language?
- Has the PDI used specific rather than vague questions?
- Has the PDI given technical information where appropriate? Has this been accurate?
- Has the PDI remained non judgemental, but challenged incorrect perceptions?
- Has the PDI used repetition of the learner's own words to elicit more information and build rapport?
- Encouragement of the learner to set their own goal, or identify their own need.

By the end of the conversation, you should confident the PDI should know:

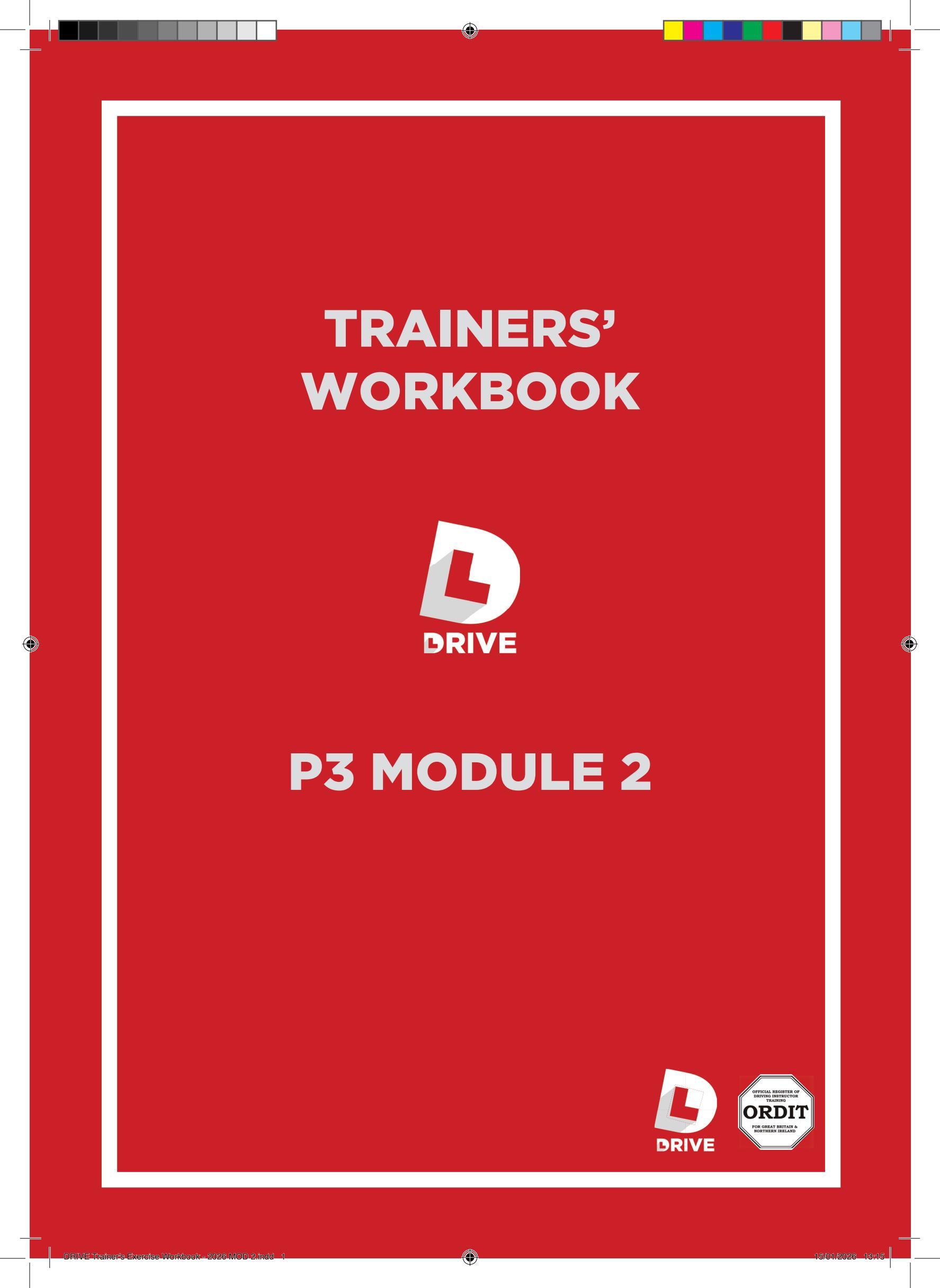
- What type of driving the learner has done before.
- What they are confident with.
- Any issues they are struggling with.
- What an appropriate goal for the learner would be.
- What an appropriate training area would be for the learner.

- Repeat areas of development if necessary.

## STEP 5: REFLECTION

- Encourage reflection on performance.
- As this is the end of the Module, discuss the session as a whole and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**
- **Ensure you also take a photo in-car (Yellow, Green and Orange) pages and uploaded via CRM.**
- **Mark the session complete in CRM.**





# TRAINERS' WORKBOOK



## P3 MODULE 2





## MODULE 2 - UNIT 1 - JOB SHARING

### MODULE 2 - UNIT 1 - JOB SHARING



#### STEP 1 - RECAP AND IDENTIFY NEEDS

##### EXERCISE 1: REVIEW THE PDI'S WORKBOOK & DISCUSS THE FOLLOWING TO IDENTIFY NEEDS:

Discussion:

Question	Possible answers	Validate
What is meant by Job Sharing?	Discussing who is responsible for what	
How does Job Sharing follow on from the conversations in the previous units?	Job Sharing is the next step in the conversation after finding out what the learner knows and filling in any blanks using the VTS	How would the process flow between "Conversation" "VTS" and "Job Sharing"
Why is Job Sharing important before getting the vehicle moving?	Ensuring risk and responsibility is clear to the learner and instructor before moving off	What will happen if the job share isn't clear?
Who will decide who takes responsibility for which tasks?	Joint decision by the instructor and learner	Is this instructor led or client centred? Why?
Will the instructor/learner always take full responsibility for a task?	It can be done independently by the learner, but the instructor is still ready to give help if needed.	Explore standard of learner - Beginner/test ready.
Would we ever break what we have agreed in the Job Sharing statement?	Yes, if we need to intervene verbally or physically	What would we do if we needed to intervene?
What are the benefits of discussing "Stepping in if Needed?"	The learner knows they have responsibility, but also the safety net of the instructor watching, ready to guide if needed.	Verbal intervention has been agreed as part of job sharing, making next steps clear.

Examples of breaking down tasks into "Jobs":

Subject	Skills
Moving off and stopping	Prepare, Observe, Move, Mirror, Signal, Manoeuvre.
Junctions turning Left	Mirror, Signal, Position, Speed, Gear, Look, Assess, Decide, Act.
Roundabouts	Mirror, Signal, Lane Discipline, Speed, Gear, Look, Judgement, Anticipation, Planning, Decide, Act, Lane Discipline, Mirror, Signal, Position.

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

As the wheels do not move during this Exercise, your role is simply to make sure the PDIs are as comfortable in the learning environment as possible, whilst building rapport in preparation for further units.

Risks (potential/safety critical incidents) will be dealt with out of role and safety will not be compromised.

### STEP 3 - DOING THE JOB

#### EXERCISE 2: Set the exercise up by ensuring the PDIs understand the following:

- Recap the use of VTS exercise and get the PDIs to break down the task of Bay Parking into its jobs
- Continue the conversation with the learner to agree who will take responsibility for each specific job.
- For the jobs the instructor is responsible for - the instructor will provide a full talk-through.
- For the jobs the learner is responsible for - the instructor will let them complete it unaided.

It may be useful for the PDI to write down in their workbook where the risks and responsibilities lie (Please note this is for training purposes only, to help them visualise the concept of Job Sharing - we will NOT complete a bay-park)

Job:	Choose a bay	Decide - 45 or 90 degrees?	Position	Observations	Control	Accuracy
Responsibility:	Learner	Inst.	Inst.	Inst.	Learner	Learner

- Once the discussion is complete, come out of role.
- Is the process of 'Conversation - VTS - Job Share', becoming clearer to the PDIs?

Swap the PDIs (if applicable) and complete the same exercise using the Parallel Park as the "Carrier Subject":

- Discuss using the VTS as above
- Agree what "Jobs" make up the skill
- Agree who will do which Jobs
- Once the discussion is complete, come out of role.

### STEP 4: FEEDBACK & ADAPT

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

Questions:
• Has the PDI been able to break the task down into 'Jobs'?
• Has the PDI used their conversational skills to discuss who will do which 'Jobs'?
• Did the PDI use the VTS to aid the 'Jobs' discussions?
• Did everyone fully understand who is responsible for which 'Job'?
• Did the PDI give help on the 'Jobs' as agreed?

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.

### STEP 5: REFLECTION

- Encourage reflection on performance.
- As this is the end of the Unit, discuss the session and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**



## MODULE 2 - UNIT 2 - LEVELS OF INSTRUCTION

### MODULE 2 - UNIT 2 - LEVELS OF INSTRUCTION



#### STEP 1 - RECAP AND IDENTIFY NEEDS

EXERCISE 1: REVIEW THE PDI'S WORKBOOK & DISCUSS THE FOLLOWING TO IDENTIFY NEEDS:

##### Discussion:

Question?	Potential Answers
How does job sharing link to levels of instruction?	Specific levels of help for specific jobs as required.
Why would the level of instruction change as the lesson progresses?	As unknown jobs become known, the level of instruction can reduce.
How can we ensure level of instruction is appropriate for the learner?	Use of re-cap, identifying known and unknown jobs and job sharing appropriately.
Why is it important to get the learner involved in discussing a change in the level of instruction?	Learner taking responsibility for learning and understanding how responsibility for risk will be shared.

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

For this Exercise, the trainer will take full responsibility for risk and safety.

No faults should be displayed for this exercise, and the Trainer's drive should be at a standard appropriate for the learner portrayed.

Discuss training area and the route to be used. The PDI does NOT NEED to give route directions.

Any safety critical situations that arise will be dealt with by the trainer out of role.

#### STEP 3 - DOING THE JOB

##### EXERCISE 2: Set the session up by ensuring the PDIs understand the following:

- You are playing the role of a learner who has completed Moving Off, Stopping, and Gear Changing.
- Your next steps are to look at Turning Left. The learner (you) has never turned left before.
- The PDI should discuss turning left using the VTS, to identify and break down the jobs involved with turning left, before job sharing.

You should ensure that the conclusion of the Job Sharing discussion ends as follows:

Job	Previous Exp?	Level of support needed
Moving off	Yes	None (Independent)
Identifying a junction	?	Help from PDI with route direction.
Mirror	No	Talk-through
Signal	No	Talk-through
Position	No	Talk-through
Speed	No	Talk-through
Gear	Yes, but not at a junction.	Talk-through
Steering	No	Talk-through
Mirrors	No	Talk-through
Stopping	Yes	None (Independent)

**EXERCISE 3: Set the session up by ensuring the PDIs understand the following:**

Repeat the Exercise, allowing the PDI to change the level of instruction. Compared to the last exercise it should be:

Job	Previous Exp?	Level of support needed
Moving off	Yes	None (Independent)
Identifying a Junction	?	Help from PDI with route direction.
Mirror	Yes	Prompting/Q&A
Signal	Yes	Prompting/Q&A
Position	Yes	Prompting/Q&A
Speed	Yes	Prompting/Q&A
Gear	Yes	Prompting/Q&A
Steering	Yes	Prompting/Q&A
Mirrors	Yes	Prompting/Q&A
Stopping	Yes	None (Independent)

**EXERCISE 4: Set the session up by ensuring the PDIs understand the following:**

From Exercise 3, now agree independence for all jobs except **Speed and Gear**, which will still require a prompt or question from the PDI.

**EXERCISE 5: Set the session up by ensuring the PDIs understand the following:**

From Exercise 4, now agree independence for all jobs except **Mirrors and Signals**, which will still require a prompt or question from the PDI.

**2:1 TRAINING?**

- If 2:1 allow the 2nd PDI to lead the feedback process using the notes made in workbook.
- Swap over for each Exercise.

**STEP 4: FEEDBACK & ADAPT**

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

Questions:
• Does PDI understand how 'Levels of Instruction' is used?
• Can PDI describe how 'Levels of Instruction' is reduced as skill level increases?
• When would a PDI 'break' the 'Level of Instruction' agreed?
• Would a PDI ever give no help at all?

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.

**STEP 5: REFLECTION**

- Encourage reflection on performance.
- As this is the end of the Unit, discuss the session and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**



## MODULE 2 - UNIT 3 - ROUTE DIRECTIONS

### MODULE 2 - UNIT 3 - ROUTE DIRECTIONS



#### STEP 1 - RECAP AND IDENTIFY NEEDS

EXERCISE 1: REVIEW THE PDI'S WORKBOOK & DISCUSS THE FOLLOWING TO IDENTIFY NEEDS:

##### Discussion

Question	Possible answers	Validate
How did your examiner give directions on your P2 test?	Clear, concise, clarification if needed.	How can this help during your training?
What are the benefits of additional information on route directions?	Additional clarification	Can you give an example?
How would late or confusing directions affect your learner?	Overload, increased task demand, lack of ability to ask questions.	What would happen if your Part 2 examiner gave you a route direction late?
How would the learner's experience affect how you give directions?	Early directions in early stages of learning	Why is more time beneficial to an early stage learner?
What would you do if you found your instructions overloading the learner?	Check route is appropriate for learner	Which part of the instruction could overload the client?

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared:

For this Exercise, the trainer will take full responsibility for risk and safety.

The trainer will make sure the PDI is giving Route Directions in a number of ways, and where issues or faults are simulated they are done in a way that does not increase risk to the Trainer, PDIs or any third party.

The Trainer's drive should be at a standard appropriate for the learner portrayed.

Any safety critical situations that arise will be dealt with by the trainer out of role.

#### STEP 3 - DOING THE JOB

##### EXERCISE 2: Set the exercise up by ensuring the PDIs understand the following:

- Explain to PDIs they will give you Route Directions for around 5 to 10 minutes each.
- Where the PDI has good local knowledge, try to get them to direct you to a local area ("Can you give me directions to get to the Tesco car park?")

If the PDI does not have the local knowledge, be ready to give them the directions beforehand as a prompt.

Encourage the PDIs to use the proper commands for moving off and stopping the car:

"Drive on when you are ready" and "Pull up on the left in a safe place please".

Also encourage the PDI to give additional information if required, such as:

"Take the next road on the right, just after the white van" or "At the end of the road turn left, then take the first road on the right, they are quite close together"

##### 2:1 TRAINING?

- If 2:1 allow PDI 2 to lead the feedback process using the notes made in workbook.
- Swap over and re-complete each Exercise.



### STEP 4: FEEDBACK & ADAPT

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

Questions:
• Can the PDI compare their 'Route Directions' to that of their Part 2 Examiner?
• What are the benefits of giving directions to the driver rather than the windscreen?
• Can the PDI explain what is meant by additional information?
• Does the PDI understand how to give clear directions in good time?
• Can the PDI explain how giving route direction may change given the experience and ability of the learner?

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.

### STEP 5: REFLECTION

- Encourage reflection on performance.
- As this is the end of the Unit, discuss the session and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**



## MODULE 2 - UNIT 4 - WATCHING THE LEARNER

### MODULE 2 - UNIT 4 - WATCHING THE LEARNER



#### STEP 1 - RECAP AND IDENTIFY NEEDS

##### EXERCISE 1: REVIEW THE PDI'S WORKBOOK & DISCUSS THE FOLLOWING TO IDENTIFY NEEDS:

###### Discussion:

Question?	Potential Answers
Why don't we advise using an eye mirror?	Watching the learner directly allows you to pick up on non-verbal body language.
What else, other than correct actions, can you see by watching the learner directly?	Stress, emotion, body language, observations.
If a learner doesn't check the road is clear at an emerge, do we have to check first before telling them to stop?	No. Lack of observations is enough to warrant us stopping them.
If a learner does check, why do we follow up with a check after the learner has checked?	Using 'Examiner Style Observations' allows us to check learner's judgement as well as observations.

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

Discuss training area and the route to be used.

PDI gives route directions. If unsure, PDI can ask Trainer for prompt.

The trainer will take full responsibility for risk and safety.

Where issues or faults are simulated they are done in a way that does not increase risk to the Trainer, PDIs or any third party.

The Trainer's drive should be at a standard appropriate for the learner portrayed.

#### STEP 3 - DOING THE JOB

##### EXERCISE 2: Set the exercise up by ensuring the PDIs understand the following:

###### Stage 1

- You drive as well as possible - no deliberate errors
- Choose a circular route with about four to six T-junctions
- The PDI is only allowed to look at you from around three car lengths before until two car lengths after the junction - not at the road
- If the PDI looks anywhere other than at you at T-junctions, remind them of the rules!
- Repeat this stage with each PDI before moving on.

###### Stage 2

Drive as in Stage 1

- PDI can only watch you (as in Stage 1)
- You make some deliberate observation errors
- The PDI tells you to Stop
- Always accept the PDIs decision to Stop
- Repeat this stage with each PDI before moving on.

###### Stage 3

- Drive as in Stage 1 & 2
- PDI can only watch you (as in Stage 1 & 2)
- You make some deliberate observation errors
- The PDI tells you to stop when errors are made
- On occasions where your observation is OK the PDI makes 'last moment examiner style checks' and allows you to continue.
- Repeat this stage with each PDI before moving on.

###### Stage 4

- Drive as in Stage 1, 2 & 3
- PDI can only watch you (as in Stage 1, 2 & 3)
- You make some deliberate observation errors
- The PDI tells you to stop when errors are made
- On occasions where your observation is OK the PDI makes 'last moment examiner style checks' and allows you to continue.
- At some junctions, make good observation checks but then try to emerge dangerously. The PDI should tell you to stop.
- Repeat this stage with each PDI before moving on.



### Stage 5: Peripheral Vision

1. Park in a safe and quiet location and open both driver and passenger windows (rear seat PDIs can join in).
2. Put your arm out of the window at an angle of approximately 45° in front of you and ask your PDI(s) to do the same.
3. Holding your thumb upright and keeping it absolutely still, start to move your arm very slowly backwards to demonstrate what is required. As you do this look directly ahead (keeping your head/neck still).
4. Now ask your PDI to move his/her arm back in the same way while looking ahead, keeping their thumb still, until he/she is not quite sure whether or not the thumb is visible and then to hold the arm absolutely still at that point.
5. Now ask the PDI to start 'wiggling' his/her thumb up and down (not side to side) and slowly move the arm further back.
6. Tell the PDI to hold his/her arm still when he/she is not quite sure whether or not the thumb is visible.
7. Stop the thumb wiggling - start the thumb wiggling - stop the thumb wiggling!

#### 2:1 TRAINING?

- If 2:1 allow PDI 2 to lead the feedback process using the notes made in workbook.

### STEP 4: FEEDBACK & ADAPT

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

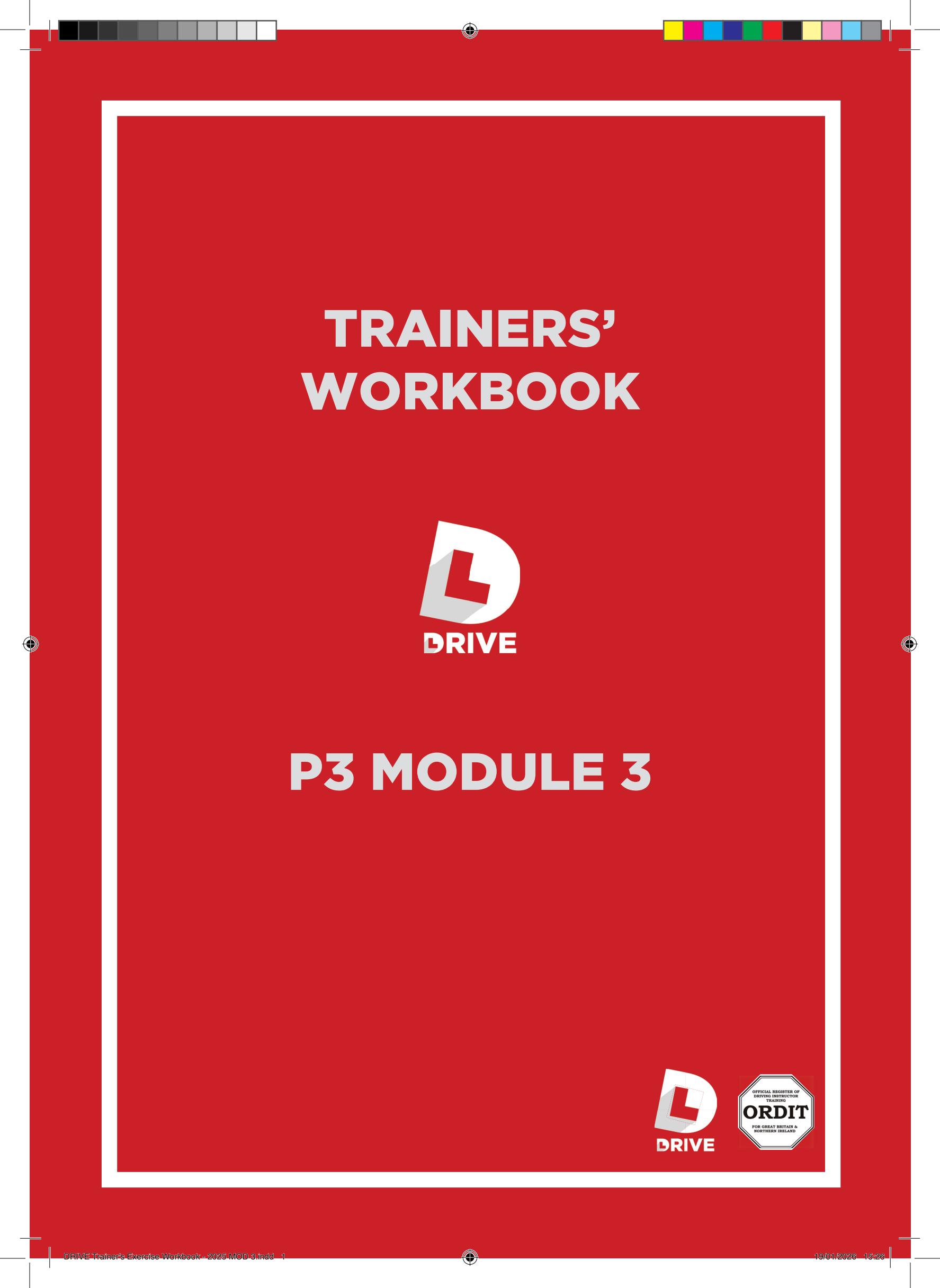
Questions:
• Can the PDI identify advantages of watching the learner directly?
• What has the PDI picked up from the learner's body language?
• Can the PDI explain what the correct observations should be from a driver?
• Does the PDI understand why we perform 'Examiner Style Observations'?
• Can the PDI explain what would happen if they didn't spot an issue with the learner's observations?

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.

### STEP 5: REFLECTION

- Encourage reflection on performance.
- As this is the end of the Module, discuss the session as a whole and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**
- **Ensure you also take a photo in-car (Yellow, Green and Orange) pages and uploaded via CRM.**
- **Mark the session complete in CRM.**





# TRAINERS' WORKBOOK



## P3 MODULE 3





## MODULE 3 - UNIT 1 - INSTRUCTOR'S ANTICIPATION & PLANNING

### MODULE 3 - UNIT 1 - INSTRUCTOR'S ANTICIPATION & PLANNING

#### STEP 1 - RECAP AND IDENTIFY NEEDS

##### EXERCISE 1: REVIEW THE PDI'S WORKBOOK & DISCUSS THE FOLLOWING TO IDENTIFY NEEDS:

###### Discussion:

Question?	Potential Answers	60 Mins
How do we balance watching the learner and watching the road ahead?	When to watch the learner for their specific actions.	
When do we prioritise watching the learner over the road ahead?	When you want to ensure the learner is doing the jobs they are responsible for.	
When do we prioritise watching the road ahead over watching the learner?	When we need to anticipate and plan if the learner can deal with the hazards ahead.	
What would you do if you spotted a hazard ahead, and wanted to check the learner had also noticed it?	You would turn to your learner and look for the expected outcomes. Be ready to deliver the level of instruction agreed.	

#### STEP 2: JOB SHARING: EXERCISE 2

Explain to the PDIs how risk will be shared.

For this Exercise, the trainer will take full responsibility for risk and safety.

Whilst the PDI is driving, there should be no need to intervene verbally or physically for any risk situations, however remind everyone in the vehicle ultimately you as the Trainer are responsible for the safety of the vehicle, and the safety of other road users.

Any safety critical situations that arise will be dealt with by the trainer out of role.

#### STEP 3 - DOING THE JOB: EXERCISE 2

##### EXERCISE 2: Set the exercise up by ensuring the PDIs understand the following:

- PDIs will drive.
- Aim is for them to identify a hazard ahead, then give themselves a "Learner's Talk-through" type commentary
- PDIs will identify that they need to plan and start commentary earlier for a learner than a part 2 trained driver
- Examples of Hazards to use: Zebra Crossings - Meeting Situations - T junctions etc...

##### 2:1 TRAINING?

- If 2:1 allow PDI 2 to lead the feedback process using the notes made in workbook.
- Swap over and re-complete each Exercise.

#### STEP 4: FEEDBACK & ADAPT: EXERCISE 2

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

Question?	Validation
How much further did you have to look in order to buy yourself more time to provide instruction?	Scanning, prioritising hazards?
What could potentially happen if you didn't spot a hazard in time?	Awareness of the surrounding areas, route planning
How much further ahead will you plan when teaching compared to when driving?	The same? Two times as far? Three?

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.



## MODULE 3 - UNIT 1 - INSTRUCTOR'S ANTICIPATION & PLANNING

### STEP 2: JOB SHARING: EXERCISE 3

Explain to the PDIs how risk will be shared.

PDI gives route directions.

The trainer will take full responsibility for risk and safety.

No faults should be displayed for this exercise, and the Trainer's drive should be at a standard appropriate for the learner portrayed.

### STEP 3 - DOING THE JOB: EXERCISE 3

#### **EXERCISE 3: Set the exercise up by ensuring the PDIs understand the following:**

- With you driving, play the role of an early stage, compliant learner.
- Approach slightly more demanding hazards, such as pedestrian crossing, traffic lights, or meeting traffic situations.
- PDI needs to call out the hazard to the learner by using a leading question as seen in the previous units.
- The outcome is to prove the PDI is looking far ahead enough for their learner's needs.

#### **2:1 TRAINING?**

- If 2:1 allow PDI 2 to lead the feedback process using the notes made in workbook.
- Swap over and re-complete each Exercise.

### STEP 4: FEEDBACK & ADAPT: EXERCISE 3

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

Question?	Potential Answers
What hazards were highlighted by the PDI?	Would using a leading question have been sufficient if the hazard was safety critical?
Was the PDIs input timed effectively?	Use examples from exercise.
Where was the PDI looking when they spoke to the learner?	Communicating directly with the driver, directions and instructions to the learners ears, not the windscreen, watching for correct actions.

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.

### STEP 5: REFLECTION

- Encourage reflection on performance.
- As this is the end of the Unit, discuss the session and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**

**END OF MODULE 3 - UNIT 1 - INSTRUCTOR'S ANTICIPATION & PLANNING**



## MODULE 3 - UNIT 2 - IDENTIFYING ERRORS

### MODULE 3 - UNIT 2 - IDENTIFYING ERRORS



#### STEP 1 - RECAP AND IDENTIFY NEEDS

##### EXERCISE 1: REVIEW THE PDI'S WORKBOOK & DISCUSS THE FOLLOWING TO IDENTIFY NEEDS:

###### Discussion:

Start a team discussion with your PDIs on how many errors occur because of the learner and how many because of the instructor from previous completed. For this discussion, focus on how the instructor can minimise errors by proper lesson delivery and proper lesson planning.

Discussion Point	Outcome
What is a driver error?	A deviation from the best practice of a driver.
What is the standard you are assessing your learner against?	My own part 2 test standard - anything a learner does that I wouldn't do on test would be classed as an error.
Why can poor route planning cause errors in your learner?	Ensuring route is appropriate for learner, unplanned things on route i.e. roadworks.
How can good route planning increase confidence in your learner?	Small chunks of achievement, building on previous achievement by increasing task demand of route.
What are the benefits of discussing an error "There and then"?	Can be useful to minimise risk of repetition.
What are the benefits of discussing an error whilst stationary?	Is a necessity for safety critical situations that require more in depth Q&A.
How can an appropriate level of instruction minimise errors?	Appropriate Level of Instruction will minimise safety critical situations.

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

PDI gives route directions.

The trainer will take full responsibility for risk and safety.

Where issues or faults are simulated they are done in a way that does not increase risk to the Trainer, PDIs or any third party.

The Trainer's drive should be at a standard appropriate for the learner portrayed.

Any safety critical situations that arise will be dealt with by the trainer out of role.

#### STEP 3 - DOING THE JOB

##### EXERCISE 2: Physical Error Spotting: Set the exercise up by ensuring the PDIs understand the following:

- Drive at test standard.
- Use the same/similar route that you used for the "Anticipation and Planning" exercise earlier in this module.
- Commit a basic driver error (examples: observations, mirror use, MSM routine, use of speed)
- PDI's job is to spot the error and call it out. (Fault analysis/remedial action is not required for this exercise as this will be covered later)
- As the PDI spots an error, follow up with praise (Yes, well spotted, now let's try another fault) or discussion (let's discuss that fault a bit more...)
- Exercise is to test the Watching the Learner, Anticipation and Planning, and Fault Identification skills of PDI.

**• 2:1 TRAINING?**

- If 2:1 allow PDI 2to lead the feedback process using the notes made in workbook.
- Swap over and re-complete each Exercise.



### EXERCISE 3: Symptom and cause: Set the exercise up by ensuring the PDIs understand the following:

#### Example 1

- Drive at test standard using normal scanning techniques - no errors in this drive.
- After each PDI has seen this drive, discuss how they felt whilst you were driving and raise any potential issues.
- PDIs should be able to identify it was a good drive with no real issues because the driver's scanning technique allowed them to plan ahead and pro-actively plan how to deal with hazards ahead.

#### Example 2

Drive using deliberately fixed short observation. This should result in:

- Drifting road position
- Sudden movements on the wheel to regain an appropriate position
- Issues with appropriate speed

- PDIs should be able to identify how the 'root cause' of short observation caused the faults spotted on the drive.

#### Example 3

Drive using deliberately fixed long observations. This should result in:

- A slow but noticeable increase in appropriate speed
- Issues with clearance
- Not "easing off" the accelerator and planning ahead
- Heavier use of gas/brake

PDIs should be able to identify how the root cause of long observation caused the faults spotted on the drive, being that long observations prevent the driver reacting to hazards in the short-medium distance from the car.

## STEP 4: FEEDBACK & ADAPT

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

### Questions:

• Can the PDI identify advantages of watching the learner directly?
• What has the PDI picked up from the learner's body language?
• Can the PDI explain what the correct observations should be from a driver?
• Does the PDI understand why we perform 'Examiner Style Observations'?
• Can the PDI explain what would happen if they didn't spot an issue with the PDI's observations?

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.

## STEP 5: REFLECTION

- Encourage reflection on performance.
- As this is the end of the Unit, discuss the session and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**



## MODULE 3 - UNIT 3 - VERBAL INTERVENTION

### MODULE 3 - UNIT 3 - VERBAL INTERVENTION



#### STEP 1 - RECAP AND IDENTIFY NEEDS

##### EXERCISE 1: REVIEW THE PDI'S WORKBOOK & DISCUSS THE FOLLOWING TO IDENTIFY NEEDS:

###### Discussion:

Start a team discussion with your PDIs on how many errors occur because of the learner and how many because of the instructor from previous completed. For this discussion, focus on how the instructor can minimise errors by proper lesson delivery and proper lesson planning

Discussion Point	Outcome
How can good Route Directions reduce the need for verbal intervention?	Prevents the instructor being the 'Root Cause' of any fault (by poor timing or lack of clarity).
How can Watching the Learner reduce the need for verbal intervention?	Awareness of the learner's actions allows you to be sure they are doing their jobs they are responsible for as agreed.
How can the instructor's Anticipation and Planning reduce the need for verbal intervention?	Awareness of hazards ahead allows you to pre-empt any potentially safety critical incidents
How can spotting driver errors early reduce the need for verbal intervention?	Embedded commands/leading questions can be used to ensure learner takes required actions.

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

PDI gives route directions.

The trainer will take full responsibility for risk and safety.

The trainer will make sure that any faults deliberately displayed are suitable for the exercise, and that at no time the safety of the PDI, Trainer or any third party is compromised.

Where possible you should be able to demonstrate a safety critical error without increasing risk to the public. Ensure your PDIs understand you will stop the session at any point if risk becomes too high for you to demonstrate errors safely.

Any safety critical situations that arise will be dealt with by the Trainer out of role.





### STEP 3 - DOING THE JOB

#### EXERCISE 2: Physical Error Spotting: Set the exercise up by ensuring the PDIs understand the following:

- Drive as a trained learner.
- Use the same/similar route that you used for the “Anticipation and planning” exercise earlier in this module.
- There will be one safety critical error for the PDI to spot.
- Agree with PDI that a Job Share of ‘independence, but stepping in if needed’ has been agreed.
- PDI’s job is to spot the error and give a verbal command to control the situation, similar to that used in the “Watching the Learner” exercise..
- Exercise is to test the Watching the Learner, Anticipation and Planning, and Fault Identification skills of PDI.

#### Potential Driver errors:

Error displayed by Trainer (in role)	Verbal intervention by PDI
No observations emerging	“Stop – make sure it is clear to go”.
Clearance	“Steer right to give more room to the car”.
Lack of MSPSL routine approaching junction	“Check your mirrors and slow down”.
Speed too high	“Slow down – what is an appropriate speed here?”.
Harsh acceleration	“Move your foot off the gas”.
Inappropriate gear	“Change up/down to X gear”.

#### 2:1 TRAINING?

- If 2:1 allow PDI 2 to lead the feedback process using the notes made in workbook.
- Swap over and re-complete each Exercise.

### STEP 4: FEEDBACK & ADAPT

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

Questions:
• What would have happened if you didn't intervene?
• Did the PDI intervene in the way agreed in the learner/Instructor ‘Job share’?
• Discuss how early proactive intervention means a fault that is <i>potentially safety critical</i> doesn't become <i>actually safety critical</i> .

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.



## MODULE 3 - UNIT 3 - VERBAL INTERVENTION

### STEP 3 - DOING THE JOB: EXERCISE 3

#### EXERCISE 3: Physical Error Spotting: Set the exercise up by ensuring the PDIs understand the following:

- Warn the PDI that you may not respond as expected at the junction .
- Use a number of smaller junctions, ideally emerging turning left, suitable for a beginner/early stage learner.
- At one of the junctions you will “Freeze” and need some verbal intervention.
- Agree with PDI that a Job Share of ‘independence, but stepping in if needed’ has been agreed.
- Drive as normal, completing two or three emerges as normal to start the training session.
- At one junction, complete your MSPSL as normal, however when at the junction “Freeze” by making no effort to observe or emerge.
- The PDI has to deliver talk-through instruction (‘Stepping in’ as agreed) – “into first, clutch up, steer to the left, straighten up, foot off the clutch, right foot on the gas...”.
- Once the PDI has helped you complete the emerge, encourage the PDI to ask you to pull up on the left, continuing to give you (as the learner) talk-through instruction if needed.
- Once you are pulled up, come out of role.

#### 2:1 TRAINING?

- If 2:1 allow PDI 2 to lead the feedback process using the notes made in workbook.
- Swap over and re-complete each Exercise.

### STEP 4: FEEDBACK & ADAPT: EXERCISE 3

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

Question	Outcome
Where could a learner “Freeze”?	“Stressful” situations e.g. point of turn turning right, emerging roundabout.
Why would a learner “Freeze”?	Indecisiveness, unsure on level of help to receive from instructor, nerves?
How could poor route planning affect learners freezing?	Route too hard/busy for learner, potential of too much task demand overwhelming learner
How could poor job sharing affect learners freezing?	Unsure of what help to expect from instructor, learner hasn’t had opportunity to ask queries
Has the PDI delivered appropriate/agreed help by intervening in this scenario?	“Step in if needed” If it hadn’t been agreed in the job share, why not? Was it necessary for the instructor to input over and above the job share?

- Repeat areas of development if necessary.
- Points for revision noted in PDI’s workbook.





### STEP 3 - DOING THE JOB: EXERCISE 4

**EXERCISE 4: Avoiding safety critical situations: Set the exercise up by ensuring the PDIs understand the following:**

- Continue to drive as the learner used in Exercise 3.
- Use the same route as in Exercise 3.
- There will be one safety critical error for the PDI to spot. Explain that the learner may not respond to your first verbal intervention – the option for the PDI is now to further intervene with a direct command to keep vehicle safe.
- Pull up as soon as practically possible.

Agree with PDI that a Job Share of 'independence, but stepping in if needed' has been agreed.

An example of this may be speed on approach:

- The PDI's first verbal intervention may be "Ease off the gas"
- When this isn't done, they may follow up with "**Start braking now, brake more**"
- After eventually braking to a stop, emerge safely from the junction, and encourage the PDI to ask the learner to pull up on the left.
- Once you are pulled up, come out of role.
- 

#### 2:1 TRAINING?

- If 2:1 allow PDI 2 to lead the feedback process using the notes made in workbook.
- Swap over and re-complete each Exercise.

### STEP 4: FEEDBACK & ADAPT: EXERCISE 4

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

Discussion point	Outcome
What are the benefits of proactive interventions?	Minimise risk, potential to elicit feedback and adjust lesson accordingly
What could happen if we aren't aware of the need to intervene?	Increase in risk, safety critical incident, actual incident.
What actions should we take after a learner "Freezes"?	Pull up, elicit feedback, adapt accordingly
What actions should we take after a learner fails to listen to verbal intervention?	Pull up, elicit feedback, adapt accordingly

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.

### STEP 5: REFLECTION

- Encourage reflection on performance.
- As this is the end of the Unit, discuss the session and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**



## MODULE 3 - UNIT 4 - PHYSICAL INTERVENTION

### MODULE 3 - UNIT 4 - PHYSICAL INTERVENTION



#### STEP 1 - RECAP AND IDENTIFY NEEDS

**EXERCISE 1: REVIEW THE PDI'S WORKBOOK & DISCUSS THE FOLLOWING TO IDENTIFY NEEDS:**

**Discussion:**

Discussion Point	Outcome
Give an example of when you may need to control the steering wheel	Clearance or positioning issue
Give an example of when you may need to use the dual controls.	Failure to give way, poor observations, failing to respond to a verbal intervention.
What would your next actions be if you needed to do this?	Pull up and discuss. All potentially safety critical incidents must be discussed whilst stationary.
What would the learner likely be feeling after you have had to take physical control?	Nervous, shaken, uncertain. Perhaps unsure as to what's just happened. Questioning their own understanding.
How would your lesson change?	Adapt the lesson in light of new learning need identified.

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

PDI gives route directions.

The trainer will take full responsibility for risk and safety.

The trainer will make sure that any faults deliberately displayed are suitable for the exercise, and that at no time the safety of the PDI, Trainer or any third party is compromised.

Where possible you should be able to demonstrate a safety critical error without increasing risk to the public.

Ensure your PDIs understand you will stop the session at any point if risk becomes too high for you to demonstrate errors safely.



### STEP 3 - DOING THE JOB - DOING THE JOB: EXERCISE 2

#### EXERCISE 2: Steering Control: Set the exercise up by ensuring the PDIs understand the following:

- No need to be 'in-role' for this exercise - drive as driver described in previous Unit.
- Use a long straight, quiet road, with a few obstructions or parked car to use as hazard.
- PDI's job is to control the vehicle from the instructor's seat as required for each stage.
- Make it clear that whilst you are simulating safety critical issues, you are responsible for the safety of the car at all times.

1. While the trainer drives the car slowly (5 m.p.h.), the PDI steers in a straight line from the passenger seat. This should be done with the trainer's hands off the steering wheel.
2. As in '1' but at faster speeds (up to 20 m.p.h.) and this time, with the trainer's hands loosely on the steering wheel.
3. As in '1' (5 m.p.h., trainer's hands off wheel) steering around objects such as parked cars.
4. As in '3' but at slightly faster speed (max 15 m.p.h.). Trainer approaches a parked car and fails to position early. The PDI needs to take early steering action to avoid danger.

*Note: This must be explained fully beforehand and instruction given by you on the move if needed.*

5. As in '4' but without instruction.

#### 2:1 TRAINING?

- If 2:1 allow PDI 2 to lead the feedback process using the notes made in workbook.
- Swap over and re-complete each Exercise.

### STEP 4: FEEDBACK & ADAPT: EXERCISE 2

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

Question	Outcome
When would you have verbally intervened? Why?	Well before physical intervention - using skills from watching the learner / awareness and planning / etc.
When did you physically intervene? Did this feel too early, too late, or just right?	Timing of physical intervention
How did you physically intervene?	How much steering was needed - where did the PDI grab the steering wheel and how did that affect the control input?
Give an example of when we would need to control the steering wheel because of the learner's actions:	Lack of / too much steering dealing with junctions Too much / too little clearance to parked vehicles
Give an example of when we would need to control the steering wheel because of another road user:	Poorly positioned car emerging Poor lane discipline of other road user Car door opening
What level of learner may we need to control the steering wheel of?	Any - where the learner has not responded to verbal intervention as agreed within Job Sharing. For a test ready client verbal intervention would not be given, meaning physical intervention is the last resort.

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.



## MODULE 3 - UNIT 4 - PHYSICAL INTERVENTION

### STEP 3 - DOING THE JOB: EXERCISE 3

**EXERCISE 3: Brake and Clutch use (If auto, omit clutch): Set the exercise up by ensuring the PDIs understand the following:**

- No need to be 'in-role' for this exercise - drive as described in the earlier Exercise.
- Use a long straight, quiet road, with a few obstructions or parked car to use.
- PDI's job is to control the vehicle from the instructor's seat as required for each stage.

Make it clear that whilst you are simulating safety critical issues, you are responsible for the safety of the car at all times.

1. The PDI uses the dual foot-brake to bring the car to a gentle stop in a straight line from approximately 10 mph (Trainer takes control of clutch)
2. As in '1' but from 30 m.p.h.
3. PDI brings the car to a gentle stop on the left at speeds up to 20 mph by using the dual foot-brake and taking control of the steering (trainer's hands off the wheel)(Trainer still controls clutch)
4. The PDI uses the dual foot-brake, clutch and steering (hand on wheel to stabilise the car) to complete an emergency stop in a straight line - speed approximately 15 m.p.h.
5. As in '4' but at higher speed, this time the trainer fights for control of the wheel (as a learner does in a similar situation).
6. As in '5' but with 'hazard avoidance'. This time the Trainer heads for an obstruction (e.g., a parked car) and the PDI takes avoiding action using dual foot-brake, clutch and steering.

#### 2:1 TRAINING?

- If 2:1 allow PDI 2 to lead the feedback process using the notes made in workbook.
- Swap over and re-complete each Exercise.

### STEP 4: FEEDBACK & ADAPT: EXERCISE 3

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

Question	Outcome
When would you have verbally intervened? Why?	Well before physical intervention - using skills from watching the learner / awareness and planning / etc.
When did you physically intervene? Did this feel too early, too late, or just right?	Timing of physical intervention
How did you physically intervene?	Was use of the Dual controls measured or sudden? How could this affect other road users behind?
Give an example of when we would need to control the brake and clutch because of the learner's actions:	Incorrect decision making skills Poor / incorrect response to hazard ahead
Give an example of when we would need to control the brake and clutch because of another road user:	Poorly positioned car emerging Poor lane discipline of other road user Car door opening
What type of level of learner may we need to control the brake and clutch of?	Any - where the learner has not responded to verbal intervention. For a test ready client verbal intervention would not be given, meaning physical intervention is the last resort.

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.



### STEP 3 - DOING THE JOB: EXERCISE 4

#### EXERCISE 4: Simulated Emergencies: Set the exercise up by ensuring the PDIs understand the following:

- No need to be 'in-role' for this exercise - drive as described in the earlier Exercise.
- Use a long straight, quiet road, with a few obstructions or parked car to use.
- PDI's job is to control the vehicle from the instructor's seat as required for each stage.

Make it clear that whilst you are simulating safety critical issues, you are responsible for the safety of the car at all times.

**1.** Trainer drives for about five minutes and simulates emergencies, warning the PDI in advance of each emergency. The PDI takes whatever action (with the controls) is necessary to deal with the situation. (An example could simply be "Clearance issue, red parked car")

**2.** As in '1' (above) but without warnings!

Other examples could be:

- Attempt to overshoot 'Give Way' or 'Stop' lines (or using lamp-posts to simulate give way lines)
- Attempt to drive up low kerbs
- Attempt to cross white lines
- Attempt to cross the path of traffic dangerously
- Attempt to cut right-hand corners

#### 2:1 TRAINING?

- If 2:1 allow PDI 2 to lead the feedback process using the notes made in workbook.
- Swap over and re-complete each Exercise.

### STEP 4: FEEDBACK & ADAPT: EXERCISE 4

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

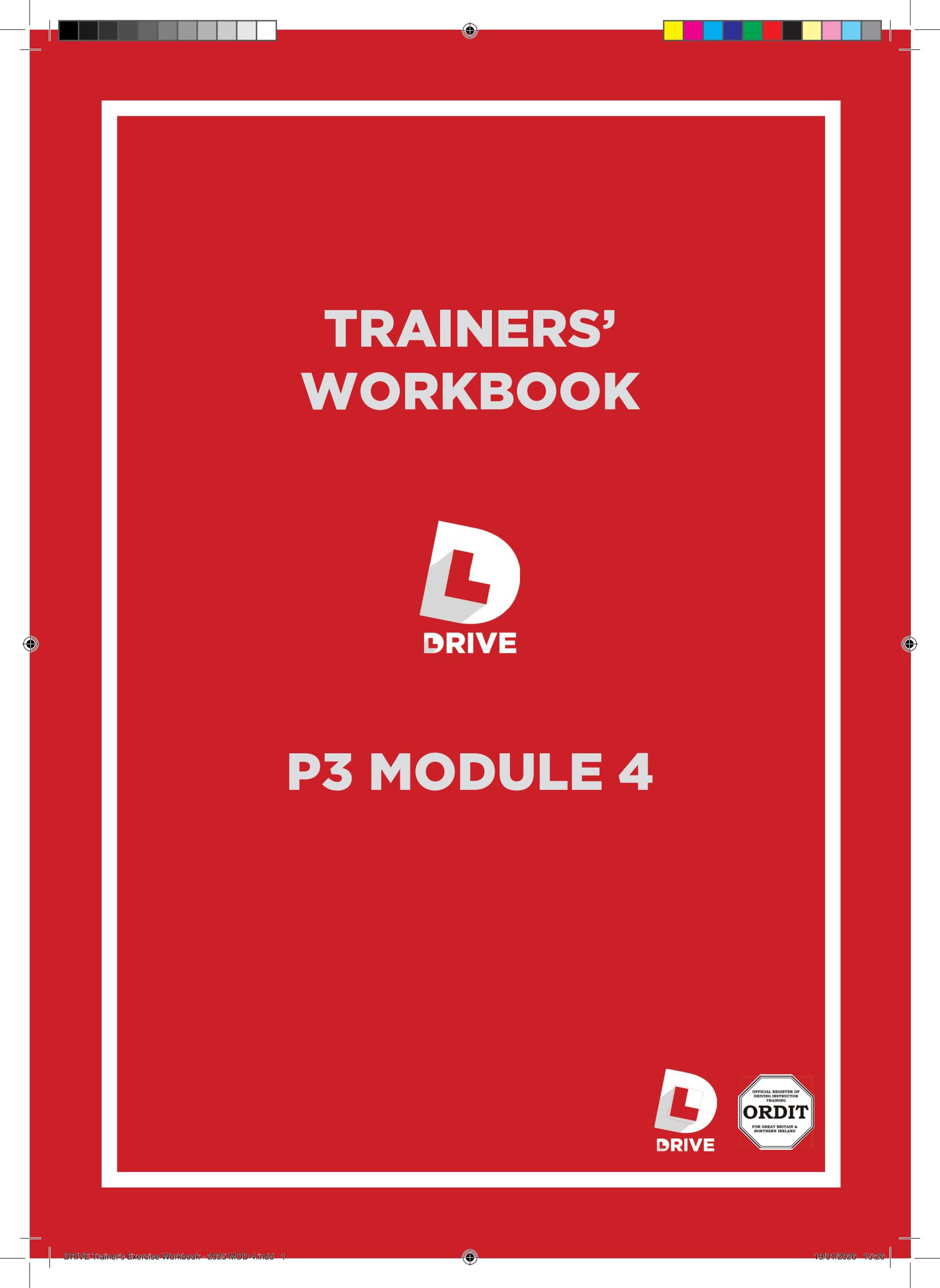
Question	Outcome
How did you feel when you intervened?	Stressed? In control? Discuss why
How would a real life learner feel?	Potential effects of intervention on learner - emotional effects of "Rug-pulling" control of learner and effects on rapport.
What would your next steps be?	Pull up for in depth discussion - analysis of scenario.

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.

### STEP 5: REFLECTION

- Encourage reflection on performance.
- As this is the end of the Module, discuss the session as a whole and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**
- **Ensure you also take a photo in-car (Yellow, Green and Orange) pages and uploaded via CRM.**
- **Mark the session complete in CRM.**





# TRAINERS' WORKBOOK



## P3 MODULE 4





## MODULE 4 - UNIT 1 - FEEDBACK

### MODULE 4 - UNIT 1 - FEEDBACK



#### STEP 1 - RECAP AND IDENTIFY NEEDS

##### EXERCISE 1: REVIEW THE PDI'S WORKBOOK & DISCUSS THE FOLLOWING TO IDENTIFY NEEDS:

Discussion:

Discussion point	Outcome
When would we <i>give</i> feedback?	Earlier stages of learning
When would we <i>elicit</i> feedback?	Partly trained & onwards - learner can compare performance to previous examples
What are the benefits of allowing the client to provide their own feedback	Ownership of learning and analysis process, getting it "In the learners words"
Can we do this moving or stationary? Why?	Moving for simple "encouragement", stationary for more in depth open questioning
Do we always give feedback on Positive behaviours?	Yes - feedback and encouragement
Do we always give feedback on Negative behaviours?	Yes, albeit more likely to be stationary for open questioning
If we only pull up for negative reasons, how will your learner feel when you ask them to pull up?	Association with pulling up to negative behaviour - potential affect on test?

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

PDI gives route directions.

The trainer will take full responsibility for risk and safety.

Where issues or faults are simulated they are done in a way that does not increase risk to the Trainer, PDIs or any third party.

#### STEP 3 - DOING THE JOB

##### EXERCISE 2: Positive feedback first: Set the exercise up by ensuring the PDIs understand the following:

- Drive as a partly trained learner.
- Use a number of smaller junctions, approaching turning right, suitable for a partly trained learner.
- Agree with PDI that a Job Share of 'independence, but stepping in if needed' has been agreed.
- Drive as normal, completing two or three approaches as normal to start the exercise.
- At one junction, commit a driver error - you can decide as safety dictates.
- PDI's role is to intervene verbally, and pull up after the junction. No need for physical intervention.
- Once you are pulled up, PDI to start the conversation with: "What was good about the way you ..."
- Encourage your PDI to ask about each of the 'Jobs' that make up the approach.

Cont...





- When it comes to the 'Job' where the error occurred, encourage PDI to note the issue for discussion later, so their feedback can remain 'Positive feedback first'.
- Encourage the PDI to use all of their skills learnt so far: 'Questions/Conversations', 'Using a VTS', 'Identifying Errors', and 'Verbal Intervention'.

As an example, if your fault was a corner cut, your PDI would start the feedback by asking Kevin about:

- Mirror use
- Signal timing
- Positioning - with the PDI's response being "Ok, we can look at that later in more detail in a minute..."
- Speed use
- Appropriate gear
- Observations

### 2:1 TRAINING?

- If 2:1 allow PDI 2 to lead the feedback process using the notes made in workbook.
- Swap over and re-complete each Exercise.

Use different errors and give each PDI around 3 or 4 different examples of driving "errors" allowing to practise 'Positive Feedback First'.

## STEP 4: FEEDBACK & ADAPT

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

Question	Outcome
Why is important to discuss each 'Job'?	Test knowledge & understanding of any given job. Learner encouraged to take responsibility of spotting and analysing error.
Why does discussing 'Jobs' keep it positive ?	Learner can focus on 5 'Jobs' they have done well and identify 1 they can make even better.
Why is this discussion better stationary compared to on the move?	Any potential safety critical incident needs to be discussed stationary. Analysis would distract on the move.
How does this conversation help the next steps of the lesson?	The learner can be ready to offer solution to adapt the lesson.
What are the benefits of regular positive Feedback throughout the lesson?	Learner won't associate pulling up to negative behaviour - potential affect on test and be more open to taking responsibility for their learning.

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.

## STEP 5: REFLECTION

- Encourage reflection on performance.
- As this is the end of the Unit, discuss the session and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**



## MODULE 4 - UNIT 2 - REMEDIAL ACTION & SAS

### MODULE 4 - UNIT 2 - REMEDIAL ACTION & SAS



#### STEP 1 - RECAP AND IDENTIFY NEEDS

##### EXERCISE 1: REVIEW THE PDI'S WORKBOOK & DISCUSS THE FOLLOWING TO IDENTIFY NEEDS:

Discussion:



Discussion point	Outcome
What does <b>SAS</b> mean?	S - Spot the error. A - Ask and Analyse. S - Share and start fix.
How can you <b>SPOT</b> an issue?	Watching the learner, awareness of learner's actions and surroundings.
How can you minimise issues?	Appropriate Job Share/Responsibilities, appropriate route plan.

Discussion point	Outcome
Why do we <b>ASK</b> ?	Ask rather than tell - pitfalls of telling
What type of question would we <b>ASK</b> ?	Open/Closed - Tell me about /Thoughts/Feelings: "Talk to me about the positioning"
Would the question <b>ASKED</b> be vague or specific?	Specific: "What does a good one look/feel like?" Leading questions: "When would you start to slow down for that junction?"
How do we make the decision to pull up?	In depth discussion - open exploratory questions better stationary (pitfalls of open questions On Move)
What is meant by <b>ANALYSIS</b> ?	Why did that thing go wrong? What could have happened? What can we do differently next time?

Discussion point	Outcome
How does <b>JOB SHARING</b> follow on from analysis?	What can we do differently next time - how much help do you need to do that?
Is giving help always an appropriate level of instruction after the error and the <b>ASK/ANALYSIS/SHARE</b> discussion?	For some learners the discussion may be enough to help them remember the correct actions - appropriate level of support.
How could we change the level of instruction?	Increase help given on specific area e.g. I'll let you do the MSPSL independently but I will help with when to steer when turning right



## STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

PDI gives route directions.

The trainer will take full responsibility for risk and safety.

Where issues or faults are simulated they are done in a way that does not increase risk to the Trainer, PDIs or any third party.

The Trainer's drive should be at a standard appropriate for the learner portrayed.

Any safety critical situations that arise will be dealt with by the trainer out of role.

## STEP 3 - DOING THE JOB

### **EXERCISE 2: SAS in Action: Set the exercise up by ensuring the PDIs understand the following:**

- Drive as a partly trained learner.
- Use a number of smaller junctions, approaching turning right, suitable for a partly trained learner.
- Agree with PDI that a Job Share of 'independence, but stepping in if needed' has been agreed.
- Drive as normal, completing two or three approaches to start the exercise.
- At one junction, commit a driver error - you can decide as safety dictates.
- PDI's role is to intervene verbally, and pull up after the junction. No need for physical intervention.
- Once you are pulled up, PDIs to start the '**SAS** routine'.
- Encourage the PDI to use all of their skills learnt so far: 'Questions/Conversations', 'Using a VTS', 'Identifying Errors', 'Verbal Intervention' and 'Feedback'.

### **2:1 TRAINING?**

- If 2:1 allow PDI 2 to lead the feedback process using the notes made in workbook.
- Swap over and re-complete each Exercise.

Use different errors and give each PDI opportunity to practise 'SAS' routine.





## MODULE 4 - UNIT 2 - REMEDIAL ACTION & SAS

### STEP 4: FEEDBACK & ADAPT

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

Question	Outcome
How can we encourage self evaluation?	Use of comparing current performance to previous performance highlighting differences.
What other options do we have to analyse performance?	Use of visual aid to highlight textbook example, discuss differences between textbook example and learner's performance.
Who decides which elements of that Job needs to be done differently?	Learner decides which points were different by comparing current performance to previous performance.
Why do we encourage self evaluation?	Ownership of learning process, analysing problems and taking responsibility.

Question	Outcome
After using remedial action, how can we spot the learner's performance is improving?	Learner becoming less reliant on level of instruction given, more independent in carrying out specific skill where there was an error previously.
Can we change the level of instruction on the move?	Yes: "Do you feel capable of doing the next one without any help from me?"
Can we change the task demand on the move?	Yes: "Do you feel able to do the bigger junction now you can do the smaller one?"
What are the advantages of this, rather than pulling up?	As the learner's skill level increases, so the level of help from you decreases. They should be capable of answering basic questions like this on the move.
How would we follow up after a positive adaptation?	Allow time for Feedback, Analysis and Reflection.

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.



### STEP 5: REFLECTION

- Encourage reflection on performance.
- As this is the end of the Unit, discuss the session and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**





## MODULE 4 - UNIT 3 - ADAPTING A LESSON

### MODULE 4 - UNIT 3 - ADAPTING A LESSON



#### STEP 1 - RECAP AND IDENTIFY NEEDS

##### EXERCISE 1: REVIEW THE PDI'S WORKBOOK & DISCUSS THE FOLLOWING TO IDENTIFY NEEDS:

Discussion:

Lesson Scenario	Outcome
Learner forgets mirror checks turning left	Repeat with more support from instructor
Learner stalls multiple times emerging turning left	Change training area to reduce task demand and focus on clutch use
Learner attempts to emerge without observations	Repeat with more support from instructor. Change the training area if appropriate
Learner hesitates entering roundabout	Repeat with more support from instructor
Learner continues to hesitate entering roundabout	Change training area - smaller roundabout, mini RB or even emerge T Junction to isolate decision making

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

PDI gives route directions.

The trainer will take full responsibility for risk and safety.

Where issues or faults are simulated they are done in a way that does not increase risk to the Trainer, PDIs or any third party.

The Trainer's drive should be at a standard appropriate for the learner portrayed.

Any safety critical situations that arise will be dealt with by the trainer out of role.

#### STEP 3 - DOING THE JOB - DOING THE JOB: EXERCISE 2

##### EXERCISE 2: Lesson Adaptation: Set the exercise up by ensuring the PDIs understand the following:

- Drive as a partly trained learner.
- Use same junctions as used in the previous Units.
- Agree with PDI that a Job Share of 'prompting on corner position' has been agreed (as per the video example).
- Drive as normal, completing two or three approaches to start the exercise.
- At one junction, repeat the 'corner-cut' from the example video.
- PDI's role is to intervene verbally, and pull up after the junction. No need for physical intervention.
- Once you are pulled up, PDI to start the 'SAS'.
- A 'repeat of the corner' has not resolved the issue, so a full '**ADAPT**' is needed.
- '**SAS**' will identify the need to adapt the training area to a easier, previously completed junction, to reduce task demand on learner.

cont...



- Encourage the PDI to use all of their skills learnt so far: 'Questions/Conversations', 'Using a VTS', 'Identifying Errors', 'Symptom Vs Cause', 'Verbal Intervention' and 'SAS'.

The error is a corner cut, the route cause could be:

- Cutting the corner because of early steering
- Cutting the corner because of speed on approach
- Cutting the corner because of inappropriate gear (if manual)
- "Swan necking" the junction by steering late
- Steer correctly but slowly without finesse

Using their 'Instructional Skills', the PDI's job is to:

- Identify the root cause of the issue,
- Agree a suitable adaptation of the lesson by reducing task demand,
- Job Share appropriately,
- Fix the error to be able to get back on track.

#### 2:1 TRAINING?

- If 2:1 allow PDI 2 to lead the feedback process using the notes made in workbook.
- Swap over and re-complete each Exercise.

Use different errors and give each PDI opportunity to practise 'SAS' routine.

#### STEP 4: FEEDBACK & ADAPT

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

Question	Outcome
Was the corner cut the fault, or a symptom of the fault?	Symptom of underlying fault Could the underlying fault cause other issues?
What options do we have to analyse root causes of faults?	Pull up and discuss: Open Q&A Use of VTS Why was the root cause affecting positioning? Did it affect anything else?
How do we reduce the task demand to isolate a learning need?	Take learner back to smaller junction they have previous experience on to consolidate learning and fix issue (With help if needed)
What will you need to do when you get to the new training area?	Clarify and deliver level of help to ensure correct actions. When issue fixed on smaller junction, elicit feedback to use as example for larger junction
How can we pressure test learning has taken place?	Adapt after fix to bring learner back to the original junction to prove learning has taken place.

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.

#### STEP 5: REFLECTION

- Encourage reflection on performance.
- As this is the end of the Unit, discuss the session and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**



## MODULE 4 - UNIT 4 - REFLECTION

### MODULE 4 - UNIT 4 - REFLECTION



#### STEP 1 - RECAP AND IDENTIFY NEEDS

EXERCISE 1: REVIEW THE PDI'S WORKBOOK & DISCUSS THE FOLLOWING TO IDENTIFY NEEDS:



Discussion point	Outcome
What is meant by reflection?	Consideration of something
Why do we want our learners to reflect?	Ownership of the learning process, self awareness.
How do we encourage our learners to reflect?	Ask genuine questions, use multiple questioning techniques where appropriate
Do we only reflect at the end of a lesson?	Benefits of regular reflection throughout the lesson, so that the end of lesson reflection is a combination of all regular reflections throughout the lesson.
What if performance is over/under estimated?	Challenge incorrect perceptions with evidence based on performance.
How does reflection help move the lesson onto the next chunk of learning?	Are we ready to move on? What are we ready to move on to?

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

As the wheels do not move during this Exercise, your role is simply to make sure the PDIs are as comfortable in the learning environment as possible, whilst building rapport in preparation for further units.

Risks (potential/safety critical incidents) will be dealt with out of role and safety will not be compromised.

#### STEP 3 - DOING THE JOB - DOING THE JOB: EXERCISE 2

EXERCISE 2.1: Set the exercise up by ensuring the PDIs understand the following:

- Encourage the PDIs to reflect on their own performance.
- Discuss with PDI 1 how they have found the units completed so far from start of their in car training to now.
- PDI 2 (If applicable) to note down how you are facilitating reflection, and to note down their thoughts on your choice of questions.
- The aim is use open questions to elicit a genuine response, but about specific areas.

Question	Outcome
How are you finding the in-car training so far?	Open, leading
What parts have you enjoyed the most?	Open, personal, specific
Why did you enjoy them? What did you take from that unit?	Personal, unique, learning based
What parts did you struggle with?	Honest, self reflective
Why did you struggle? What have you changed after struggling with that unit?	Honest, learning based
Do you have any questions on anything so far?	Open, discussion-based
What are your next steps?	Forward looking

**EXERCISE 2.2: Set the exercise up by ensuring the PDIs understand the following:**

- Discuss with PDI 2 how they have found the units completed so far from start of their in car training to now.
- PDI 1 (If applicable) to note down how you are facilitating reflection, and to note down their thoughts on your choice of questions.
- The aim this time is to use deliberately vague, non specific questions to try to elicit a genuine response, causing frustration in the PDI being unable to answer the questions.
- Compare and contrast the two styles of reflection.

Question	Outcome
Tell me about today? What else? What else? What else?	Far too open, vague
What do you like? What else? What else? What else?	Open, good about what? Lacks specifics
What is bad? What else? What else? What else?	As Above
What's next? What else? What else? What else?	Who knows...?!?

**2:1 TRAINING?**

- If 2:1 allow PDI 2 to lead the feedback process using the notes made in workbook.
- Swap over and re-complete each Exercise.

**STEP 4: FEEDBACK & ADAPT**

- Elicit feedback from the PDIs with a conversation about the exercises.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

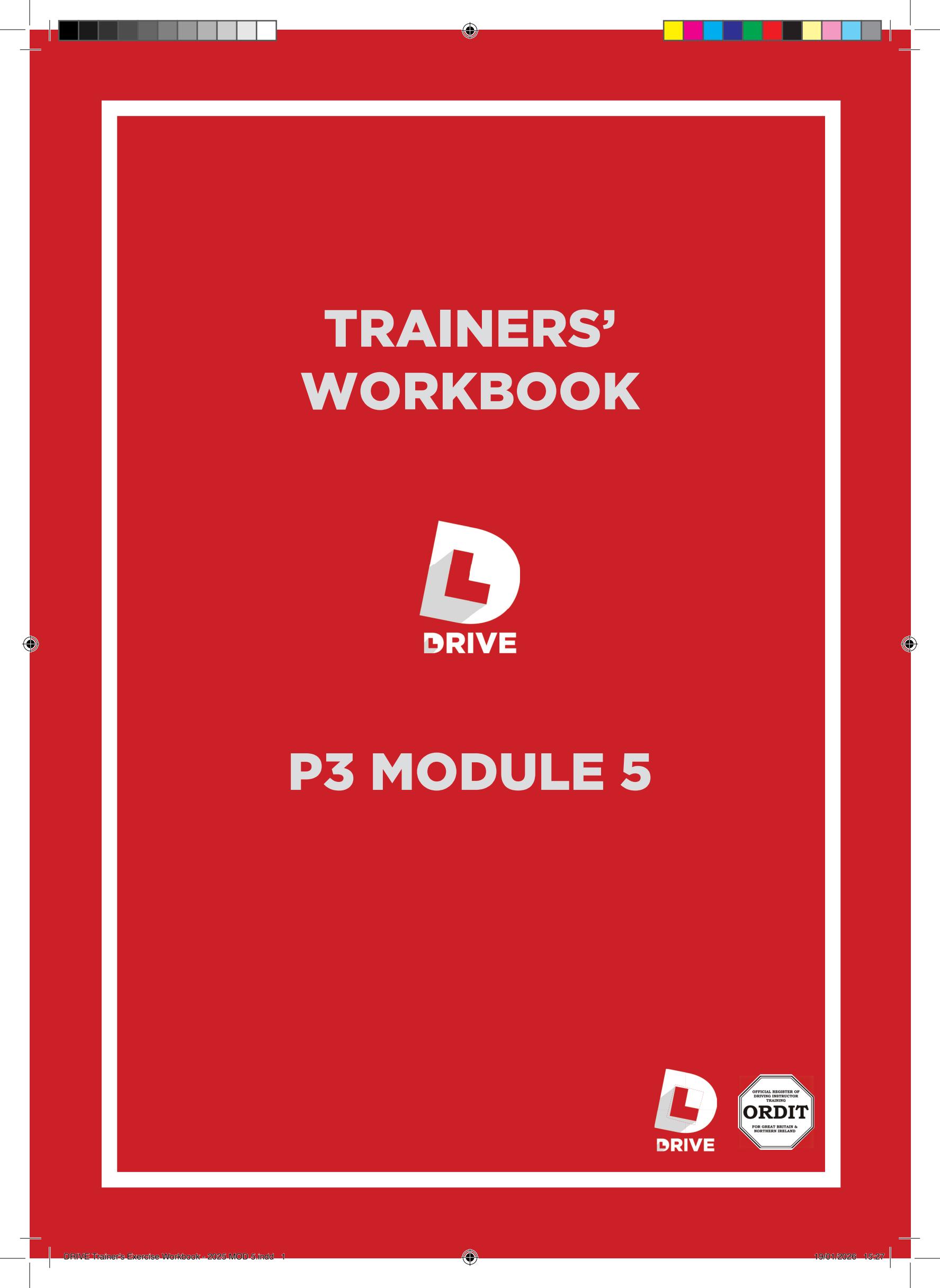
Question	Outcome
What is the importance of specific questions?	Specific questions get specific answers, potential to follow up question.
What is the importance of genuine questions?	Taking a genuine interest in the client and their learning journey.
Why do we want to challenge incorrect perceptions?	Ensure a realistic view of performance in order to ensure no cracks in foundational knowledge before building on higher skills
How do honest answers allow us to plan the next steps of learning?	Ensure pupil's skills match their perception, and use "Knowns" to explore "Unknowns"

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.

**STEP 5: REFLECTION**

- Encourage reflection on performance.
- As this is the end of the Module, discuss the session as a whole and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**
- **Ensure you also take a photo in-car (Yellow, Green and Orange) pages and uploaded via CRM.**
- **Mark the session complete in CRM.**





# TRAINERS' WORKBOOK



## P3 MODULE 5





## MODULE 5 - UNIT 1 - PDIS' REVIEW/STUDENT ISSUES

### MODULE 5 - UNIT 1 - PDIS' REVIEW/STUDENT ISSUES



#### STEP 1 - RECAP AND IDENTIFY NEEDS

##### EXERCISE 1: REVIEW THE PDI'S WORKBOOK & DISCUSS THE FOLLOWING TO IDENTIFY NEEDS:

Discussion:

###### Discussion point

70 Mins

Ask if any practice or extra revision has been completed?

Discuss why the PDI feels these areas are weaker?

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared:

That the appropriate Job Share will be used depending on the subjects to be covered.

#### STEP 3 - DOING THE JOB - DOING THE JOB

##### EXERCISE 2: PDIs Agenda: Set the exercise up by ensuring the PDIs understand the following:

- Ensure both PDIs have completed their confidence scores in their workbook and agree a plan to address them.
- If PDIs have no issues, review your 'Action Plan' sections in their workbook to decide where to start this module.

##### 2:1 TRAINING?

- Allow each PDI to have equal time.
- When repeating a Unit, encourage PDI 2 to use previous notes from workbook as a guide to assess PDI 1.

#### STEP 4: FEEDBACK & ADAPT

- Elicit feedback from the PDIs with a conversation about the exercises reviewed.
- Ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs.
- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.

#### STEP 5: REFLECTION

- Encourage reflection on performance.
- As this is the end of the Module, discuss the session as a whole and recap Action Plans and needs in the PDIs' workbooks.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**
- **Ensure you also take a photo in-car (Yellow, Green and Orange) pages and uploaded via CRM.**
- **Mark the session complete in CRM.**

## END OF MODULE 5 - UNIT 1 - PDIS' REVIEW







## MODULE 5 - UNIT 2 - CONCEPT OF MINI LESSONS

### MODULE 5 - UNIT 2 - CONCEPT OF MINI LESSONS



#### STEP 1 - RECAP AND IDENTIFY NEEDS

##### EXERCISE 1: REVIEW THE PDI'S WORKBOOK & DISCUSS THE FOLLOWING TO IDENTIFY NEEDS:

Discussion:



Lesson Scenario	Outcome
What are the 5 Steps?	1: Recap to identify a need; 2: Job Sharing to agree who will do what; 3: Doing the Job - Watching the Learner; 4: Feedback and Adapt to loop back to Step 1, and Step 5, Reflection at the end of a mini lesson to loop back to Step 1
Why do we use the '5 Steps' to structure a 'Mini Lesson'?	Allows a framework to help PDIs to structure lessons - especially when they first start. Aids memory and ensures lessons are delivered as DVSA require.
How are your core instructional skills used whilst delivering a 'Mini Lesson' and using the '5 Steps'?	Ensure the PDI understands how their skills underpin everything they do. Discuss the skills developed so far and their importance during each step.
How do 'Mini Lessons' help the learner?	Consistent, thorough discussion, agreement, feedback throughout.
How do 'Mini Lessons' help you as the instructor?	Allows a framework to structure lessons. Aids memory, encourages short, focussed 'small chunks' of learning, ensures lessons are delivered as DVSA require.

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

PDI gives route directions.

The Trainer will take full responsibility for risk and safety.

Where issues or faults are simulated they are done in a way that does not increase risk to the Trainer, PDIs or any third party.

The Trainer's drive should be at a standard appropriate for the learner portrayed.

Any safety critical situations that arise will be dealt with by the trainer out of role.

#### STEP 3 - DOING THE JOB - DOING THE JOB: EXERCISE 2

##### EXERCISE 2: Lesson Adaptation: Set the exercise up by ensuring the PDIs understand the following:



- Allow the PDIs to brainstorm a basic "Moving off and Stopping" lesson.
- The mini lessons the PDIs give you should be:
  - Moving off (POM); Normal Driving Position/Steering; Stopping (MSM, Safe, legal and convenient)
- Drive as a compliant, new learner.
- Use a nursery style area, you may have used similar before.
- Agree with PDI that a Job Share of **'full talk-through'** will be agreed outcome (as per the video example).
- Encourage the PDI to use all of their skills learnt so far: 'Questions/Conversations', 'Using a VTS', 'Job sharing', 'Levels of Instruction'.
- Discuss that PDI 2's Job is to assess PDI 1's use of multiple instances of the 5 steps and their notes in the Workbook will form the feedback process.



- Go into role and the PDI should use the 5 step process to deliver a mini lesson for around 10 mins.  
The PDI should:

Objective	Trainer/Example
1. Discuss previous learning with the learner, and identify an appropriate learning need.	You are a learner who has had a go at moving off and stopping before, but has never had a formal driving lesson with an instructor. Your goal will be to move off and stop.
2. Discuss job sharing and agree a level of help.	The PDI discusses the required routines using the VTS. You will agree ' <b>full talk-through</b> ' is the appropriate level of instruction.
3. Complete a Move Off, followed by a Stop, watching the learner in the process	The PDI delivers full talk-through, and watches the learner to ensure the correct actions.
4. Elicit feedback and agree to adapt the level of help accordingly.	After the 'stopping' part, the PDI should elicit feedback from the learner. The conversation should reach Step 1 again (identifying a new <b>need</b> of the same exercise with less help from the instructor)  Come out of role.

### STEP 4: FEEDBACK & ADAPT

- Elicit feedback from the PDIs with a conversation about the exercises.
- Discuss any elements where the trainer had to come out of role.
- Trainers are looking to answer the following questions from their PDIs:
  - Discuss how the PDIs discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'?
  - Discuss how the PDIs broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'?
  - Discuss how the PDIs watched the learner and delivered the level of help agreed for each '5 Step loop'?
  - Discuss how the PDIs elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'?
  - At the end of the 'mini lesson', discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next 'mini lesson'?
- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.



## MODULE 5 - UNIT 2 - CONCEPT OF MINI LESSONS

### STEP 3 - DOING THE JOB: EXERCISE 3

#### EXERCISE 3: Lesson Adaptation: Set the exercise up by ensuring the PDIs understand the following:



- Swap PDIs if appropriate.
- Continue with the same lesson as in above exercise, resuming from where we left off (ie identifying new need of **'less instruction'**).
- Agree with PDI that a Job Share of 'prompting' will be agreed outcome (as per the video example).
- Discuss that PDI 2's job is to assess PDI 1's use of multiple instances of the 5 steps and their notes in the workbook will form the feedback process.
- Go into role and the PDI should use the 5 step process to deliver a mini lesson for around 10 mins.  
The PDI should:

Objective	Trainer/Example
1. Discuss previous learning with the learner, and identify an appropriate learning need.	Your goal will be to move off and stop again. You have already completed one attempt with full instruction. Based on the previous attempt, the PDI should identify the learner needs challenging to achieve their goal of being able to move off and stop independently.
2. Discuss Job Sharing and agree a level of help.	Discuss previous attempt with full talk-through. You will agree less help, and agree ' <b>prompt with Q&amp;A</b> ' is the appropriate level of instruction
3. Complete a Move Off, followed by a stop, watching the learner in the process	The PDI delivers prompts to the learner with Q&A, and watches the learner to ensure the correct actions.
4. Elicit feedback and adapt the level of help accordingly.	After the 'stopping' part, the PDI should elicit feedback from the learner. The conversation should reach Step 1 again (identifying a new <b>need</b> of the same exercise with <b>less or no help</b> from the instructor) Come out of role.

### STEP 4: FEEDBACK & ADAPT: EXERCISE 3

- Elicit feedback from the PDIs with a conversation about the exercises.
- Discuss any elements where the trainer had to come out of role.
- Trainers are looking to answer the following questions from their PDIs:
  1. Discuss how the PDIs discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'?
  2. Discuss how the PDIs broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'?
  3. Discuss how the PDIs watched the learner and delivered the level of help agreed for each '5 Step loop'?
  4. Discuss how the PDIs elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'?
  5. At the end of the 'mini lesson', discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next 'mini lesson'?
- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.

**STEP 3 - DOING THE JOB: EXERCISE 4****EXERCISE 4: Lesson Adaptation: Set the exercise up by ensuring the PDIs understand the following:**

- Swap PDIs if appropriate.
- Continue with the same lesson as in previous exercise, resuming from where we left off (ie identifying new need of **'less or no instruction'**).
- Agree with PDI that a Job Share of **'stepping in if needed'** will be the agreed outcome (as per the video example).
- Discuss that PDI 2's job is to assess PDI 1's use of multiple instances of the 5 steps and their notes in the workbook will form the feedback process.
- Go into role and the PDI should use the 5 step process to deliver a mini lesson for around 10 mins.

The PDI should:

Objective	Trainer/Example
1. Discuss previous learning with the learner, and Identify an appropriate learning need.	Your goal will be to move off and stop - again. You have already completed one attempt using prompting. Based on the previous attempt, the PDI should identify the learner needs challenging to achieve their goal of being able to move off and stop independently.
2. Discuss Job Sharing and agree a level of help.	Discuss previous attempt with full talk-through, agree less help. You will agree to <b>'step in if needed'</b> is the appropriate level of instruction.
3. Complete a Move off, followed by a stop, watching the learner in the process	The PDI delivers the agreed level of instruction and watches the learner to ensure the correct actions.
4. Elicit feedback and adapt the level of help accordingly.	After the 'stopping' part, the PDI should elicit feedback from the learner. The conversation should reach Step 1 again (identifying a new <b>need</b> of the same exercise with <b>full independence</b> from the instructor) Come out of role.

**STEP 4: FEEDBACK & ADAPT: EXERCISE 4**

- Elicit feedback from the PDIs with a conversation about the exercises.
- Discuss any elements where the trainer had to come out of role.
- Trainers are looking to answer the following questions from their PDIs:
  - Discuss how the PDIs discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'?
  - Discuss how the PDIs broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'?
  - Discuss how the PDIs watched the learner and delivered the level of help agreed for each '5 Step loop'?
  - Discuss how the PDIs elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'?
  - At the end of the 'mini lesson', discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next 'mini lesson'?
- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.



## MODULE 5 - UNIT 2 - CONCEPT OF MINI LESSONS

### STEP 3 - DOING THE JOB: EXERCISE 5



#### EXERCISE 5: Lesson Adaptation: Set the exercise up by ensuring the PDIs understand the following:

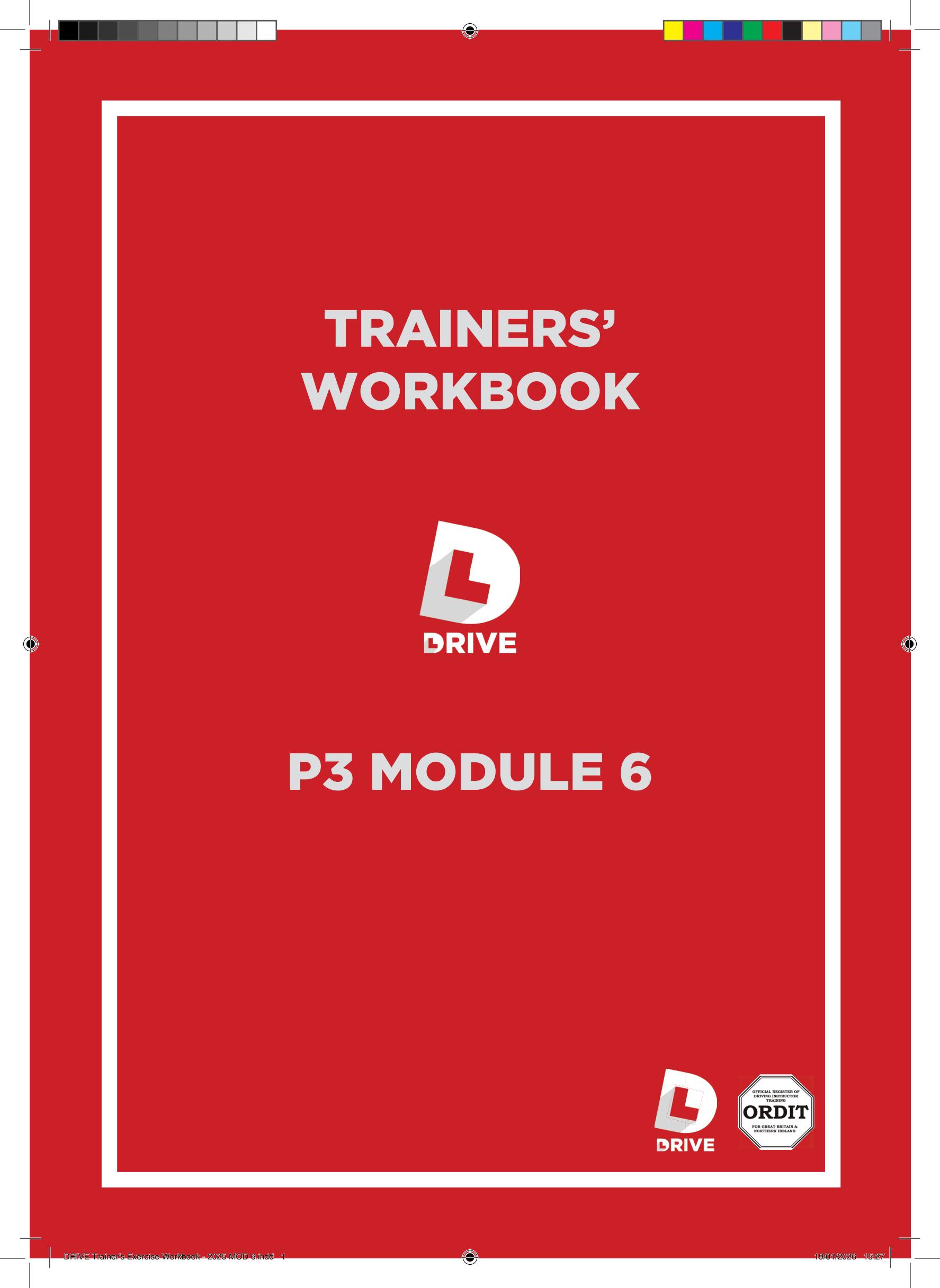
- Swap PDIs if appropriate.
- Continue with the same lesson as in above exercise, resuming from where we left off (ie identifying new need of **full independence**).
- Agree with PDI that a Job share of 'full independence but step in of needed' will be agreed outcome (as per the video example).
- Discuss that PDI 2's job is to assess PDI 1's use of multiple instances of the 5 steps and their notes will form the feedback process.
- Go into role and the PDI should use the 5 step process to deliver a mini lesson for around 10 mins.

The PDI should:

Objective	Trainer/Example
1. Discuss previous learning with the learner, and identify an appropriate learning need.	The learner is now happy with their moving off and stopping - their need is now to try one unaided to test their learning.
2. Discuss Job Sharing and agree a level of help.	Discuss previous attempt with full talk-through, agree less help. You will agree to <b>'full independence but step in of needed'</b> is the appropriate level of instruction.
3. Complete a Move Off, followed by a Stop, watching the learner in the process	The PDI watches the learner to ensure the correct actions.
4. Elicit feedback and adapt the level of help accordingly.	After the 'stopping' part, the PDI should elicit feedback from the learner.
5. End of 'Mini Lesson' so encourage reflection on 'Moving Off and Stopping'	Agree the task has been completed. Discuss the next possible learning need with the learner. <b>Agree introducing 'MSPSL Turning Left' is the best next step.</b> Come out of role.

### STEP 4: FEEDBACK & ADAPT: EXERCISE 5

- Elicit feedback from the PDIs with a conversation about the exercises.
- Discuss any elements where the trainer had to come out of role.
- Trainers are looking to answer the following questions from their PDIs:
  - Discuss how the PDIs discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'?
  - Discuss how the PDIs broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'?
  - Discuss how the PDIs watched the learner and delivered the level of help agreed for each '5 Step loop'?
  - Discuss how the PDIs elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'?
  - At the end of the 'mini lesson', discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next 'mini lesson'?
- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.



# TRAINERS' WORKBOOK



## P3 MODULE 6





## MODULE 6 - MINI LESSONS

### MODULE 6 - MINI LESSONS



#### STEP 1 - RECAP AND IDENTIFY NEEDS

##### EXERCISE 1: REVIEW THE PDI'S WORKBOOK & ENSURE WORK COMPLETED SATISFACTORILY:

###### Discussion:



Question	Outcome
Why is 'MSPSL Turning Left' a suitable next step for the learner to take.	Moving Off & Stopping is now a 'known' element, so a next 'mini lesson' of 'MSPSL Turning Left' will naturally lead to a new skill and an increase in task demand.
We should use the same area as in 'Module 5'. Why is this a good training area for Turning Left & Right?	Learner has previous knowledge of area used for Moving Off & Stopping, minimal task demand compared to area previously used.
How is it suitable for the learner we saw in the previous unit?	Learner has pressure tested previous skill and is ready to use it in new context to further test learning has taken place.
What examples of unplanned hazards could appear in the training area?	Temporary roadworks, bin collection day, seasonal hazards etc.
Is the learner ready for the next test of their skills?	If they have completed the previous mini lesson correctly and learning has taken place, the lesson should naturally lead to an increase in task demand.

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

PDI gives route directions.

The trainer will take full responsibility for risk and safety.

Where issues or faults are simulated they are done in a way that does not increase risk to the Trainer, PDIs or any third party.

The Trainer's drive should be at a standard appropriate for the learner portrayed.

Any safety critical situations that arise will be dealt with by the trainer out of role.



#### STEP 3 - DOING THE JOB: EXERCISE 2

##### EXERCISE 2: Set the exercise up by ensuring the PDIs understand the following:

- Allow the PDIs to brainstorm a basic "Junctions - Turning Left/Right" lesson. The 'mini lessons' the PDIs give you should be:
  - Turning Left Approaching; Turning Left Emerging; Turning Right Approaching; Turning Right Emerging.
- Ensure 'Turning Left Approaching' should be the first 'mini lesson' (as per the video).
- Ensure the PDI understands the 'Jobs' that make up MSPSL for '**Turning Left Approaching**'.
- Drive as the same compliant learner the PDI taught in previous Module.
- Use a nursery style area, you may have used similar before.
- Agree with PDI that a Job Share of '**full talk-through**' will be agreed outcome (as per the video example).
- Discuss with the PDIs that 'basic gear use' and 'basic meeting situations' are 'known elements' for this exercise.
- Encourage the PDI to use all of their skills learnt so far: 'Questions/Conversations', 'Using a VTS', 'Job sharing', 'Levels of Instruction'.
- Discuss with the PDI how they will continue the 'mini lesson' of 'approaching' using multiple instances of the 5 steps process, until the responsibility for risk is transferred from '**Full talk-through**' to '**Full independence**'.
- Explain to the PDI that we will pause the exercise if feedback is required and the trainer will come out of role.
- Discuss that PDI 2's job is to assess PDI 1's use of multiple instances of the 5 steps and their notes will form the

feedback process.

Objective	Trainer
1. Discuss previous learning with the learner, and identify an appropriate learning need.	Your learner has previously completed moving off and stopping, and can do this unaided. You have discussed and decided their next step is to start working on ' <b>turning left approach</b> '.
2. Discuss Job Sharing and agree a level of help.	The PDI discusses the required routines using the VTS for approaching. You will agree ' <b>Full talk-through</b> ' is the appropriate level of instruction.
3. Complete an approach Turning Left, watching the learner in the process	The PDI delivers ' <b>Full talk-through</b> ' and watches the learner to ensure the correct actions.
4. Elicit feedback and adapt the level of help accordingly.	After pulling up, the PDI should elicit feedback from the learner. The conversation should reach Step 1 again (identifying a new need of the same exercise with less or no help from the instructor)  Continue in role agreeing the next learning need of 'less help'.
5. Repeat as required using multiple instances of the 5 steps process, until the responsibility for risk is transferred from ' <b>Full talk-through</b> ' to ' <b>Full independence</b> ' for the mini lesson 'Turning Left Approaching'.  - When ' <b>Full independence</b> ' is achieved, the PDI should encourage reflection with their learner (Step 5) and discuss the next 'mini lesson' of 'Turning Left Emerging' as the next suitable step for the learner to take.	

#### STEP 4: FEEDBACK & ADAPT: EXERCISE 2

- Elicit feedback from the PDIs with a conversation about the exercises.
- Discuss any elements where the trainer had to come out of role.
- Trainers are looking to answer the following questions from their PDIs:
  1. Discuss how the PDIs discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'?
  2. Discuss how the PDIs broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'?
  3. Discuss how the PDIs watched the learner and delivered the level of help agreed for each '5 Step loop'?
  4. Discuss how the PDIs elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'?
  5. At the end of the 'mini lesson', discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next 'mini lesson'?
- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.



## MODULE 6 - MINI LESSONS

### STEP 3 - DOING THE JOB: EXERCISE 3



#### EXERCISE 3 : Set the exercise up by ensuring the PDIs understand the following:

- Swap PDIs if required. Set up this exercise as per the previous Exercise (ie learner, area, etc...)
- Ensure the PDI understands the 'Jobs' that make up MSPSL for 'Turning Left Emerging'.
- Discuss that PDI 2's Job is to assess PDI 1's use of multiple instances of the 5 steps and their notes will form the feedback process.
- Go into role and the PDI should deliver a mini lesson for around 15/20 mins. The PDI should:

Objective	Trainer
1. Discuss previous learning with the learner, and identify an appropriate learning need.	You are a learner who can move off and stop and can approach junctions turning left. Your next steps are to look at ' <b>Turning Left Emerging</b> ' at a T junction.
2. Discuss Job Sharing and agree a level of help.	The PDI discusses the required routines using the VTS for emerging, paying particular attention to the knowns and unknowns from previous experience. You will agree ' <b>Full talk-through</b> ' is the appropriate level of instruction.
3. Complete an Emerge Turning Left, watching the learner in the process	The PDI delivers ' <b>Full talk-through</b> ', and watches the learner to ensure the correct actions.
4. Elicit feedback and adapt the level of help accordingly.	After pulling up, the PDI should elicit feedback from the learner. The conversation should reach Step 1 again (identifying a new need of the same exercise with less from the instructor). Continue in role agreeing the next learning need of 'less help'.
5. Repeat as required using multiple instances of the 5 steps process, until the responsibility for risk is transferred from ' <b>Full talk-through</b> ' to ' <b>Full independence</b> ' for the mini lesson 'Turning Left Emerging' - When ' <b>Full independence</b> ' is achieved, the PDI should encourage reflection with their learner (Step 5) and discuss the next 'mini lesson' of 'Turning Right Approaching' as the next suitable step for the learner to take.	

### STEP 4: FEEDBACK & ADAPT: EXERCISE 3

- Elicit feedback from the PDIs with a conversation about the exercises.
- Discuss any elements where the trainer had to come out of role.
- Trainers are looking to answer the following questions from their PDIs:
  - Discuss how the PDIs discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'?
  - Discuss how the PDIs broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'?
  - Discuss how the PDIs watched the learner and delivered the level of help agreed for each '5 Step loop'?
  - Discuss how the PDIs elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'?
  - At the end of the 'mini lesson', discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next 'mini lesson'?
- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.



### STEP 3 - DOING THE JOB: EXERCISE 4

#### EXERCISE 4 : Set the exercise up by ensuring the PDIs understand the following:

- Swap PDIs if required. Set up this exercise as per the previous Exercise (ie learner, area, etc...)
- Ensure the PDI understands the 'Jobs' that make up MSPSL for '**Turning Right Approaching**'.
- Agree with PDI that a Job Share of '**Q&A on the 'Unknown elements'**' will be agreed outcome (as per video)
- Introduce a mirror check driver error that needs adaptation. (Ensure the driver error is not safety critical.)
- Discuss that PDI 2's job is to assess PDI 1's use of multiple instances of the 5 steps and their notes will form the feedback process.
- Go into role and the PDI should deliver a mini lesson for around 15/20 mins. The PDI should:

Objective	Trainer
1. Discuss previous learning with the learner, and identify an appropriate learning need.	You are a learner who can move off and stop and can deal with turning left. Your next steps are to look at ' <b>Turning Right Approaching</b> '.
2. Discuss job sharing and agree a level of help.	The PDI can discuss the required routines using the VTS for approaching, paying particular attention to the knowns and unknowns from previous experience. <b>IMPORTANT!</b> You will agree that ' <b>Q&amp;A on the Unknown Elements</b> ' is the appropriate level of instruction.
3. Complete an Approach Turning Right, watching the learner in the process	The PDI delivers ' <b>Q&amp;A on the Unknown elements</b> ', and watches the learner to ensure the correct actions and identifies the mirror error.
4. Elicit feedback and adapt the level of help accordingly.	After pulling up, the PDI should elicit feedback from the learner. The conversation should reach Step 1 again (identifying a new need of the same exercise but addressing the driver error with appropriate help). Once error fixed, continue in role agreeing the next learning need of ' <b>Less Help</b> '.
5. Repeat as required using multiple instances of the 5 steps process, until the responsibility for risk is transferred from ' <b>Q&amp;A on the Unknown Elements</b> ' to ' <b>Full Independence</b> ' for the mini lesson 'Turning Right Approaching'. - When ' <b>Full Independence</b> ' is achieved, the PDI should encourage reflection with their learner (Step 5) and discuss the next 'mini lesson' of 'Turning Right Emerging' as the next suitable step for the learner to take.	

### STEP 4: FEEDBACK & ADAPT: EXERCISE 4

- Elicit feedback from the PDIs with a conversation about the exercises.
- Discuss any elements where the trainer had to come out of role.
- Trainers are looking to answer the following questions from their PDIs:
  - Discuss how the PDIs discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'?
  - Discuss how the PDIs broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'?
  - Discuss how the PDIs watched the learner and delivered the level of help agreed for each '5 Step loop'?
  - Discuss how the PDIs elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'?
  - At the end of the 'mini lesson', discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next 'mini lesson'?
- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.



## MODULE 6 - MINI LESSONS

### STEP 3 - DOING THE JOB: EXERCISE 5



#### EXERCISE 5 : Set the exercise up by ensuring the PDIs understand the following:

- Swap PDIs if required. Set up this exercise as per the previous Exercise (ie learner, area, etc...)
- Ensure the PDI understands the 'Jobs' that make up MSPSL for '**Turning Right Emerging**'.
- Agree with PDI that a Job Share of '**have a go - ie independence & jump in if Needed**' will be agreed outcome.
- Introduce a speed on approach error that needs verbal intervention and adaptation. (Ensure the driver error is not safety critical.)
- Discuss that PDI 2's job is to assess PDI 1's use of multiple instances of the 5 steps and their notes will form the feedback process.
- Go into role and the PDI should deliver a mini lesson for around 15/20 mins. The PDI should:

Objective	Trainer
1. Discuss previous learning with the learner, and identify an appropriate learning need.	You are a learner who can move off and stop, turn left and approach turn rights. Your next steps are to look at ' <b>Turning Right Emerging</b> '.
2. Discuss Job Sharing and agree a level of help.	The PDI can discuss the required routines using the VTS for approaching, paying particular attention to the knowns and unknowns from previous experience. <b>IMPORTANT!</b> You will agree that ' <b>Give It a go &amp; jump in if Needed</b> ' is the appropriate level of instruction.
3. Complete an 'Turning Right Emerging', watching the learner in the process	The PDI lets the learner ' <b>Have a Go</b> ', and watches the learner to ensure the correct actions and identified and intervenes appropriately for the speed error.
4. Elicit feedback and adapt the level of help accordingly.	After pulling up, the PDI should elicit feedback from the learner. The conversation should reach Step 1 again (identifying a new need of the same exercise but addressing the driver error with appropriate help). Once error fixed, continue in role agreeing the next learning need of ' <b>Have a Go Again</b> ' until no intervention is required.
5. Repeat as required using multiple instances of the 5 steps process, until the responsibility for risk is transferred from ' <b>Have a Go</b> ' to ' <b>Full Independence</b> ' for the mini lesson 'Turning Right Emerging'. - When ' <b>Full Independence</b> ' is achieved, the PDI should encourage reflection with their learner (Step 5) and discuss what the next 'mini lesson' could be as the next suitable step for the learner to take (for discussion).	

### STEP 4: FEEDBACK & ADAPT: EXERCISE 5

- Elicit feedback from the PDIs with a conversation about the exercises.
- Discuss any elements where the trainer had to come out of role.
- Trainers are looking to answer the following questions from their PDIs:
  1. Discuss how the PDIs discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'?
  2. Discuss how the PDIs broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'?
  3. Discuss how the PDIs watched the learner and delivered the level of help agreed for each '5 Step loop'?
  4. Discuss how the PDIs elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'?
  5. At the end of the 'mini lesson', discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next 'mini lesson'?
- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.

## STEP 3 - DOING THE JOB: EXERCISE 6.1

## EXERCISE 6.1:



- Discuss the mini lessons the learner has completed. This should be: Move Off & Stop, Approach and Emerge Left and Right and understanding MSPSL.
- Discuss with your PDIs, possible next steps for their learner - to challenge them at a more complex and challenging location. This may include: Emerging onto / Approaching from busier roads, roundabouts, traffic light controlled junctions etc. (In Module 7 & 8 we will cover more complex junctions and roundabouts)

## HOWEVER:

- Before we move to a new area, discuss what have we yet to cover from this nursery style training area to build on the already 'known elements' we have completed. (so not manoeuvres).
- Examples of 'mini lessons' that could be covered as the learner's "next steps" could be:
  - Smaller junctions covering open/closed junctions and "creep & peep"
  - Meeting traffic / clearance from parked cars.
  - Pedestrian crossings / traffic lights
  - Hill starts
- Discuss how 2 of the above 'mini lessons' would be delivered with a view to then delivering them and assessing the PDI's use and understanding of the 5 steps.
- Regardless of the topic we will cover, you should discuss the following with your PDIs and make notes in their workbooks:

Step	Considerations	Validation
Identifying goals and needs	1. Discuss what the learner has covered? What are the 'Knowns' & 'Unknowns'? 2. Consider training area - which need is addressed first? Why?	1. Move Off & Stop, Approach and Emerge Left and Right and understanding MSPSL  2. Usability of training area - i.e. is a junction in front of us?
Job Sharing	1. Discuss what can the learner do independently? Why?	1. Based on what you have completed so far, what 'Jobs' the learner can do?
Doing the Job	1. Discuss what level of help should the PDI deliver to you as the learner? Why? 2. Will you be a compliant learner and get it right 1st time? Why?	1. Learner probably capable of 'having a go' and the PDI 'jumping in if needed'.  2. We are focussing on the 5 steps - no fault required.
Feedback & Adapt	1. Discuss eliciting feedback on the move or pulled up at first. Why?  2. Should we increase or decrease help or increase or decrease task demand?  3. When pressure testing independence, when would feedback on the move be appropriate?	1. Pull up. The learner has done well and has not experienced feedback on the move yet.  2. Agree the learner will repeat with less help from PDI.  3. Before a final loop of checking independence, agree to introduce feedback & adapt on the move.
Reflection	How many times would we repeat the above before we reflect?	Repeat 3 times.  1. 'Have a go'; 2. Pull up, adapt agreeing independence; 3. Pressure test, adapt on the move.



## MODULE 6 - MINI LESSONS

### STEP 3 - DOING THE JOB: EXERCISE 6.1 Cont...

#### **EXERCISE 6 cont.. : Set the exercise up by ensuring the PDIs understand the following:**

- Swap PDIs if required. Set up this exercise as per the previous Exercise (ie learner, area, etc...)
- Ensure the PDI understands what has been agreed above.
- Discuss that PDI 2's job is to assess PDI 1's use of multiple instances of the 5 steps and their notes will form the feedback process.
- Go into role and the PDI should deliver a mini lesson for around 15/20 mins. The PDI should deliver the lesson as per the previous discussion above.

### STEP 4: FEEDBACK & ADAPT: EXERCISE 6.1

- Elicit feedback from the PDIs with a conversation about the exercises.
- Discuss any elements where the trainer had to come out of role.
- Discuss how the PDIs feel about setting the session up themselves.
- Trainers are looking to answer the following questions from their PDIs:
  1. Discuss how the PDIs discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'?
  2. Discuss how the PDIs broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'?
  3. Discuss how the PDIs watched the learner and delivered the level of help agreed for each '5 Step loop'?
  4. Discuss how the PDIs elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'?
  5. At the end of the 'mini lesson', discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next 'mini lesson'?
- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.



### STEP 3 - DOING THE JOB: EXERCISE 6.2

#### EXERCISE 6 cont...



- Repeat exercise 6 with new learning need identified (one of the mini lessons from previous discussion).
- Use the discussion points in 6.1 to plan out this mini lesson.

### STEP 4: FEEDBACK & ADAPT: EXERCISE 6.2

- Elicit feedback from the PDIs.  
Discuss any elements where the trainer had to come out of role.
- Discuss how the PDIs feel about setting the session up themselves.
- Use the table below to ensure satisfactory understanding of what has been covered. Trainers are looking to answer the following questions from their PDIs:

Question
Have the PDIs shown sufficient understanding of the 5 step process to plan their learner's lessons?

- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.

### STEP 5: REFLECTION

- Encourage reflection on performance.
- As this is the end of the Module, discuss the session as a whole and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**
- **Ensure you also take a photo in-car (Yellow, Green and Orange) pages and uploaded via CRM.**
- **Mark the session complete in CRM.**

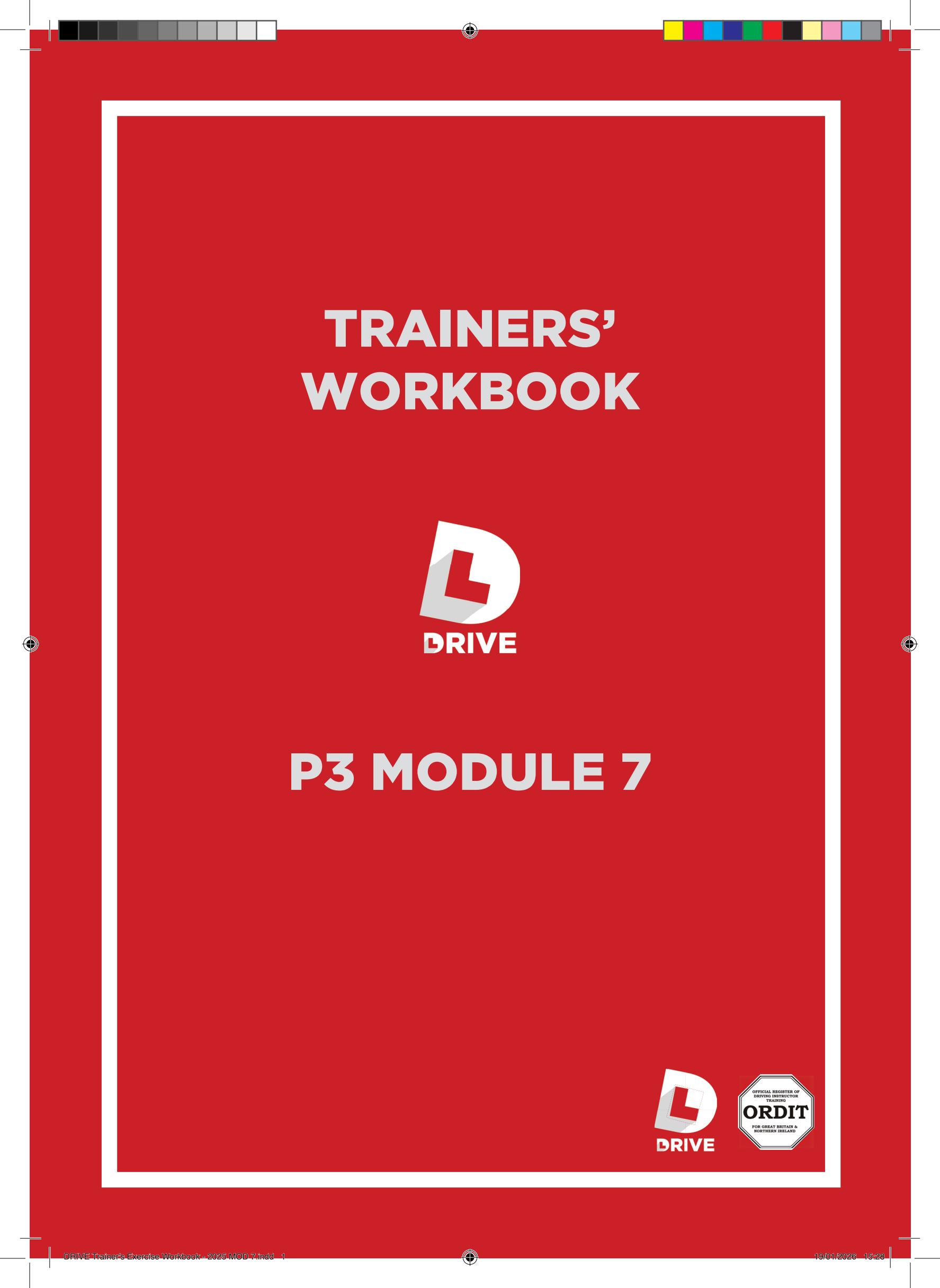




### STEP 5: REFLECTION

- Encourage reflection on performance.
- As this is the end of the Module, discuss the session as a whole and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**
- **Ensure you also take a photo in-car (Yellow, Green and Orange) pages and uploaded via CRM.**
- **Mark the session complete in CRM.**





# TRAINERS' WORKBOOK



## P3 MODULE 7





## MODULE 7 - BUILDING ON MINI LESSONS

### MODULE 7 - BUILDING ON MINI LESSONS



#### STEP 1 - RECAP AND IDENTIFY NEEDS

##### EXERCISE 1: REVIEW THE PDI'S WORKBOOK & ENSURE WORK COMPLETED SATISFACTORILY:

Discussion:

Question	Outcome
Thinking about our learner so far, would you consider your learner to be a 'beginner' or a 'partly trained learner'? Discuss.	Partly trained, able to lead discussion, answer more open questions, have a thorough understanding basic jobs of routines and may be able to take more responsibility when attempting a new skill.
How would Step 1, recapping and identifying a need, be different to when this learner was a beginner?	More knowns than unknowns, deeper rapport, more experience and confidence. Learner can take lead on recapping discussion, potentially able to discuss on the move where needed.
Why would 'less help' from an instructor be more appropriate more often at this stage?	Previous skill and knowledge has been tested, PDIs confidence in learner is greater, PDI confident in watching and intervening as needed.
How would Step 4 (SAS etc) differ?	Learner should be able to analyse success and identify errors and come up with their own thoughts on how to improve.

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

PDI gives route directions.

The trainer will take full responsibility for risk and safety.

Where issues or faults are simulated they are done in a way that does not increase risk to the Trainer, PDIs or any third party.

The Trainer's drive should be at a standard appropriate for the learner portrayed.

Any safety critical situations that arise will be dealt with by the trainer out of role.



### STEP 3 - DOING THE JOB: EXERCISE 2

#### EXERCISE 2: Set the exercise up by ensuring the PDIs understand the following:



- Allow the PDIs to brainstorm a basic "Mini Roundabout" lesson. The 'mini lessons' the PDIs give you should be:
  - Turn Left Mini Roundabout; Road Ahead Mini Roundabout; Turn Right Mini Roundabout.
- Explain to the PDIs that we will attempt these 3 mini lessons minimising the time out of role.
- Ensure 'Turn Left Mini Roundabout' should be the first 'mini lesson' (as per the video).
- Ensure the PDIs understand the 'Jobs' that make up '**Turn Left Mini Roundabout**'.
- Drive as the same compliant learner the PDI taught in previous Module.
- Agree with PDIs that based on the learner's knowledge and understanding, a Job Share of '**Give it a Go & jump in if Needed**' will be agreed outcome (as per the video example).
- Discuss with the PDIs how they will continue the 'mini lesson' of 'Turn Left Mini Roundabout' using multiple instances of the 5 steps process, until the responsibility for risk is transferred to 'Full Independence'.
- Explain to the PDIs that we will pause the exercise if feedback is required and the trainer will come out of role.
- Explain to the PDIs that the 'Trainer's Step 4: Feedback', will be much briefer than in previous Modules, as the goal is to continue with the Mini Lessons as much as possible.

- Go into role and the PDI should deliver a mini lesson for around 20/25 mins.

The PDI should:

Objective	Trainer
1. Discuss previous learning with the learner, and Identify an appropriate learning need.	You are a learner who can move off and stop, deal with turning left and right, and deal with main roads. Your next steps are to expand on turn lefts and rights by introducing a ' <b>Turn Left Mini Roundabout</b> '.
2. Discuss job sharing and agree a level of help.	The PDI discusses the required routines using the VTS, paying particular attention to the knowns and unknowns from previous experience. You will agree that ' <b>Give it a Go &amp; jump in if Needed</b> ' is the appropriate level of instruction.
3. Complete a Mini Roundabout Turn Left, watching the learner in the process	The PDI delivers the help agreed on the new unknown elements, and watches the learner to ensure the correct actions.
4. Elicit feedback and adapt the level of help accordingly.	PDI should elicit feedback from the learner. The conversation should reach Step 1 again (identifying a new need of the same exercise but with less help). Continue in role agreeing the next learning need of 'less help'.
5. Repeat as required using multiple instances of the 5 steps process, until the responsibility for risk is transferred from ' <b>Have a Go</b> ' to ' <b>Full Independence</b> ' for the 'mini lesson' mini roundabouts tuning left.  - When ' <b>Full Independence</b> ' is achieved, the PDI should encourage reflection with their learner (Step 5) and discuss what the next 'mini lesson' could be as the next suitable step for the learner to take (Ahead at Mini Roundabouts).	

### STEP 4: FEEDBACK & ADAPT: EXERCISE 2

- Briefly come out of role to 'check in' with PDIs.
- ONLY discuss any elements where the trainer had to come out of role.
- Points for revision noted in PDI's workbook.
- If PDI 1 has areas of development, they will now watch for this in PDI 2.



## MODULE 7 - BUILDING ON MINI LESSONS

### STEP 3 - DOING THE JOB: EXERCISE 3



#### EXERCISE 3 : Set the exercise up by ensuring the PDIs understand the following:

- Swap PDIs if required. Set up this exercise as per the previous exercise (ie learner, area, etc...)
- Ensure the PDIs understand the 'jobs' that make up 'Road Ahead at Mini Roundabout'.
- Explain to the PDIs that we will pause the exercise if feedback is required and the trainer will come out of role.
- Explain to the PDIs that the 'Trainer's Step 4: Feedback', will be much briefer than in previous Modules, as the goal is to continue with the Mini Lesson as much as possible.
- Go into role and the PDI should deliver a mini lesson for around 20/25 mins. The PDI should:

Objective	Trainer
1. Discuss previous learning with the learner, and Identify an appropriate learning need.	You are a learner who can move off and stop, deal with turning left and right, deal with main roads and turn left at Mini Roundabouts. Your next steps are to expand on previous knowledge by <b>'Road Ahead at Mini Roundabout'</b> .
2. Discuss job sharing and agree a level of help.	The PDI discusses the required routines using the VTS, paying particular attention to the knowns and unknowns from previous experience. You will agree that <b>'Give it a Go &amp; Jump in if Needed'</b> is the appropriate level of instruction.
3. Complete an 'Road Ahead at the Mini Roundabout', watching the learner in the process	The PDI delivers <b>'Give it a Go &amp; Jump in if Needed'</b> , and watches the learner to ensure the correct actions.
4. Elicit feedback and adapt the level of help accordingly.	After pulling up, the PDI should elicit feedback from the learner. The conversation should reach Step 1 again (identifying a new need of the same exercise with less from the instructor).  Continue in role agreeing the next learning need of 'less help'.
5. Repeat as required using multiple instances of the 5 steps process, until the responsibility for risk is transferred to <b>'Full Independence'</b> for the mini lesson 'Road Ahead at Mini Roundabouts'. - When <b>'Full Independence'</b> is achieved, the PDI should encourage reflection with their learner (Step 5) and discuss the next 'mini lesson' of 'Turning Right at Mini Roundabouts' as the next suitable step for the learner to take.	

### STEP 4: FEEDBACK & ADAPT: EXERCISE 3

- Briefly come out of role to 'check in' with PDIs.
- ONLY discuss any elements where the trainer had to come out of role.
- Points for revision noted in PDI's workbook.
- If PDI 1 has areas of development, they will now watch for this in PDI 2.



### STEP 3 - DOING THE JOB: EXERCISE 4

#### EXERCISE 4 : Set the exercise up by ensuring the PDIs understand the following:

- Swap PDIs if required. Set up this exercise as per the previous exercise (ie learner, area, etc...)
- Ensure the PDIs understand the 'Jobs' that make up 'Turning Right at Mini Roundabouts'.
- Explain to the PDIs that we will pause the exercise if feedback is required and the trainer will come out of role.
- Introduce a steering error that needs verbal intervention and adaptation. (Ensure the driver error is not safety critical.)
- Discuss that PDI 2's Job is to assess PDI 1's use of multiple instances of the 5 steps and their notes will form the feedback process.
- Explain to the PDIs that the 'Trainer's Step 4: Feedback', will be completed as normal the end of this exercise
- Go into role and the PDI should deliver a mini lesson for around 20/25 mins. The PDI should:

Objective	Trainer
1. Discuss previous learning with the learner, and identify an appropriate learning need.	You are a learner who can move off and stop, deal with turning left and right, deal with main roads and Turn Left at Mini Roundabouts. Your next steps are to expand on previous knowledge by ' <b>Turning Right at Mini Roundabouts</b> '.
2. Discuss Job Sharing and agree a level of help.	The PDI discusses the required routines using the VTS, paying particular attention to the knowns and unknowns from previous experience. You will agree that ' <b>Give it a Go &amp; Jump in if Needed</b> ' is the appropriate level of instruction.
3. Complete an 'Turning Right at Mini Roundabouts', watching the learner in the process	The PDI delivers ' <b>Give it a Go &amp; Jump in if Needed</b> ' and watches the learner to ensure the correct actions and identifies and intervenes appropriately for the steering error.
4. Elicit feedback and adapt the level of help accordingly.	After pulling up, the PDI should elicit feedback from the learner. The conversation should reach Step 1 again (identifying a new need of the same exercise but addressing the driver error with appropriate help). Once error fixed, continue in role agreeing the next learning need of ' <b>Have a Go Again</b> ' until no intervention is required.
5. Repeat as required using multiple instances of the 5 steps process, until the responsibility for risk is transferred to ' <b>Full Independence</b> ' for the mini lesson 'Turning Right at Mini Roundabouts'. - When ' <b>Full Independence</b> ' is achieved, the PDI should encourage reflection with their learner (Step 5) and discuss the next 'mini lesson' of 'Bigger Roundabouts' as the next suitable step for the learner to take.	

### STEP 4: FEEDBACK & ADAPT: EXERCISE 4

- Elicit feedback from the PDIs with a conversation about the exercises.
- Discuss any elements where the trainer had to come out of role.
- Trainers are looking to answer the following questions from their PDIs:
  - Discuss how the PDIs discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'?
  - Discuss how the PDIs broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'?
  - Discuss how the PDIs watched the learner and delivered the level of help agreed for each '5 Step loop'?
  - Discuss how the PDIs elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'?
  - At the end of the 'mini lesson', discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next 'mini lesson'?
- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.



## MODULE 7 - BUILDING ON MINI LESSONS

### STEP 1 - RECAP AND IDENTIFY NEEDS: EXERCISE 5



#### Discussion:

Discuss with the PDIs that we are going to repeat Exercise 4 'Turning Right at Mini Roundabouts' to increase task demand on them by introducing more challenging errors and introducing the need to adapt to the training area.

Question	Outcome
Why are we recapping before increasing task demand?	As we would with our learners, when task demand increases to challenge them, we ensure needs, jobs and outcomes and process are clarified. We will: demonstrate the use of the 5 step process, identify new needs in the PDIs, clarify previous Job Share, ensure the PDI knows what to expect and do.
When would a change of training area be appropriate when adapting following an error?	To reduce task demand on a learner to focus and reinforce previously known elements, before re-attempting where the error occurred.
When would a change of training area be appropriate when adapting following success?	To increase task demand and maximise learning taking place.

### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

PDI gives route directions.

The trainer will take full responsibility for risk and safety.

Where issues or faults are simulated they are done in a way that does not increase risk to the Trainer, PDIs or any third party.

The Trainer's drive should be at a standard appropriate for the learner portrayed.

Any safety critical situations that arise will be dealt with by the trainer out of role.



### STEP 3 - DOING THE JOB: EXERCISE 5

#### EXERCISE 5 : Set the exercise up by ensuring the PDIs understand the following:

- Ensure PDIs understand that we are repeating Exercise 4, but with a different driver error.
- Swap PDIs if required. Set up this exercise as per the previous exercise (ie learner, area, etc...)
- Ensure the PDIs understand the 'Jobs' that make up 'Turning Right at Mini Roundabouts'.
- Explain to the PDIs that we will pause the exercise if feedback is required and the trainer will come out of role.
- Introduce a hesitation error that needs verbal intervention and adaptation. (Ensure the driver error is not safety critical.)
- Discuss that PDI 2's Job is to assess PDI 1's use of multiple instances of the 5 steps and their notes will form the feedback process.
- Explain to the PDIs that the 'Trainer's Step 4: Feedback', will be completed as normal the end of this exercise.
- Go into role and the PDI should deliver a mini lesson for around 20/25 mins. The PDI should:

Objective	Trainer
1. Discuss previous learning with the learner, and identify an appropriate learning need.	You are a learner who can move off and stop, deal with turning left and right, deal with main roads and turn left at Mini Roundabouts. Your next steps are to expand on previous knowledge by ' <b>Turning Right at Mini Roundabouts</b> '.
2. Discuss Job Sharing and agree a level of help.	The PDI discusses the required routines using the VTS, paying particular attention to the knowns and unknowns from previous experience. You will agree that ' <b>Give it a Go &amp; Jump in if Needed</b> ' is the appropriate level of instruction.
3. Complete a 'Turning Right at Mini Roundabouts', watching the learner in the process	The PDI delivers ' <b>Give it a Go &amp; Jump in if Needed</b> ', and watches the learner to ensure the correct actions and identifies and intervenes appropriately for the hesitation error. (if in auto, simulate similar error).
4. Elicit feedback and adapt the level of help accordingly.	After pulling up, the PDI should elicit feedback from the learner. The conversation should reach Step 1 again (identifying a new need of the same exercise but addressing the driver error with appropriate help). Once error fixed, continue in role agreeing the next learning need of ' <b>Have a Go Again</b> ' until no intervention is required.
5. Repeat as required using multiple instances of the 5 steps process, until the responsibility for risk is transferred to ' <b>Full Independence</b> ' for the mini lesson 'Turning Right a Mini Roundabouts'. - When ' <b>Full Independence</b> ' is achieved, the PDI should encourage reflection with their learner (Step 5) and discuss the next 'mini lesson' of 'Bigger Roundabouts' as the next suitable step for the learner to take.	

### STEP 4: FEEDBACK & ADAPT: EXERCISE 5

- Elicit feedback from the PDIs with a conversation about the exercises.
- Discuss any elements where the trainer had to come out of role.
- Trainers are looking to answer the following questions from their PDIs:
  1. Discuss how the PDIs discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'?
  2. Discuss how the PDIs broke the task down with their learner into the 'Jobs', and Job Shared appropriately for each '5 Step loop'?
  3. Discuss how the PDIs watched the learner and delivered the level of help agreed for each '5 Step loop'?
  4. Discuss how the PDIs elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'?
  5. At the end of the 'mini lesson', discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next 'mini lesson'?
- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.



## MODULE 7 - BUILDING ON MINI LESSONS

### STEP 3 - DOING THE JOB: EXERCISE 6

#### EXERCISE 6 : Set the exercise up by ensuring the PDIs understand the following:

- Ensure PDIs understand that we are repeating Exercise 4, but with a different driver error that will require adaptation with a change in training area.
- Swap PDIs if required. Set up this exercise as per the previous exercise (ie learner, area, etc...)
- Ensure the PDIs understand the 'Jobs' that make up 'Turning Right at Mini Roundabouts'.
- Explain to the PDIs that we will pause the exercise if feedback is required and the trainer will come out of role.
- Introduce a speed on approach error that needs verbal intervention and adaptation, changing the training area by revisiting T-Junctions, where learner has had success judging the speed previously. (Ensure the driver error is not safety critical.)
- Discuss that PDI 2's Job is to assess PDI 1's use of multiple instances of the 5 steps and their notes will form the feedback process.
- Explain to the PDIs that the 'Trainer's Step 4: Feedback', will be completed as normal the end of this exercise.
- Go into role and the PDI should deliver a mini lesson for around 20/25 mins. The PDI should:



Objective	Trainer
1. Discuss previous learning with the learner, and identify an appropriate learning need.	You are a learner who can move off and stop, deal with turning left and right, deal with main roads and turn left at Mini Roundabouts. Your next steps are to expand on previous knowledge by ' <b>Turning Right at Mini Roundabouts</b> '.
2. Discuss Job Sharing and agree a level of help.	The PDI discusses the required routines using the VTS, paying particular attention to the knowns and unknowns from previous experience. You will agree that ' <b>Give it a Go &amp; Jump in if Needed</b> ', is the appropriate level of instruction.
3. Complete a 'Turning Right at Mini Roundabouts', watching the learner in the process.	The PDI delivers ' <b>Give it a Go &amp; Jump in if Needed</b> ', and watches the learner to ensure the correct actions and identifies and intervenes appropriately for the speed on approach error.
4. Elicit feedback and adapt the level of help accordingly.	After pulling up, the PDI should elicit feedback from the learner. The conversation should reach Step 1 again (identifying a new need of changing the training area to address the driver error with appropriate help agreed in the PDI and learner's SAS discussion). Once error fixed, continue in role agreeing the next learning need of ' <b>Have a Go Again</b> ' at the mini roundabout until no intervention is required.
5. Repeat as required using multiple instances of the 5 steps process, until the responsibility for risk is transferred to ' <b>Full Independence</b> ' for the mini lesson 'Turning Right at Mini Roundabouts'. - When ' <b>Full Independence</b> ' is achieved, the PDI should encourage reflection with their learner (Step 5) and discuss the next 'mini lesson' of 'Bigger Roundabouts' as the next suitable step for the learner to take.	

### STEP 4: FEEDBACK & ADAPT: EXERCISE 6

- Elicit feedback from the PDIs with a conversation about the exercises.
- Discuss any elements where the trainer had to come out of role.
- Trainers are looking to answer the following questions from their PDIs:
  1. Discuss how the PDIs discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'?
  2. Discuss how the PDIs broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'?
  3. Discuss how the PDIs watched the learner and delivered the level of help agreed for each '5 Step loop'?
  4. Discuss how the PDIs elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'?
  5. At the end of the 'mini lesson', discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next 'mini lesson'?
- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.



### STEP 3 - DOING THE JOB: EXERCISE 6 Cont....

**IF TIME ALLOWS....EXERCISE 6 Cont... : Set the exercise up by ensuring the PDIs understand the following:**

- Ensure PDIs understand that we are repeating Exercise 6, but with a different driver error that will require adaptation with a change in training area.
- Discuss and agree the driver error the trainer will demonstrate. (Ensure the driver error is not safety critical.)
- Swap PDIs if required.
- Set up this exercise as per the previous exercise (ie learner, area, etc...)

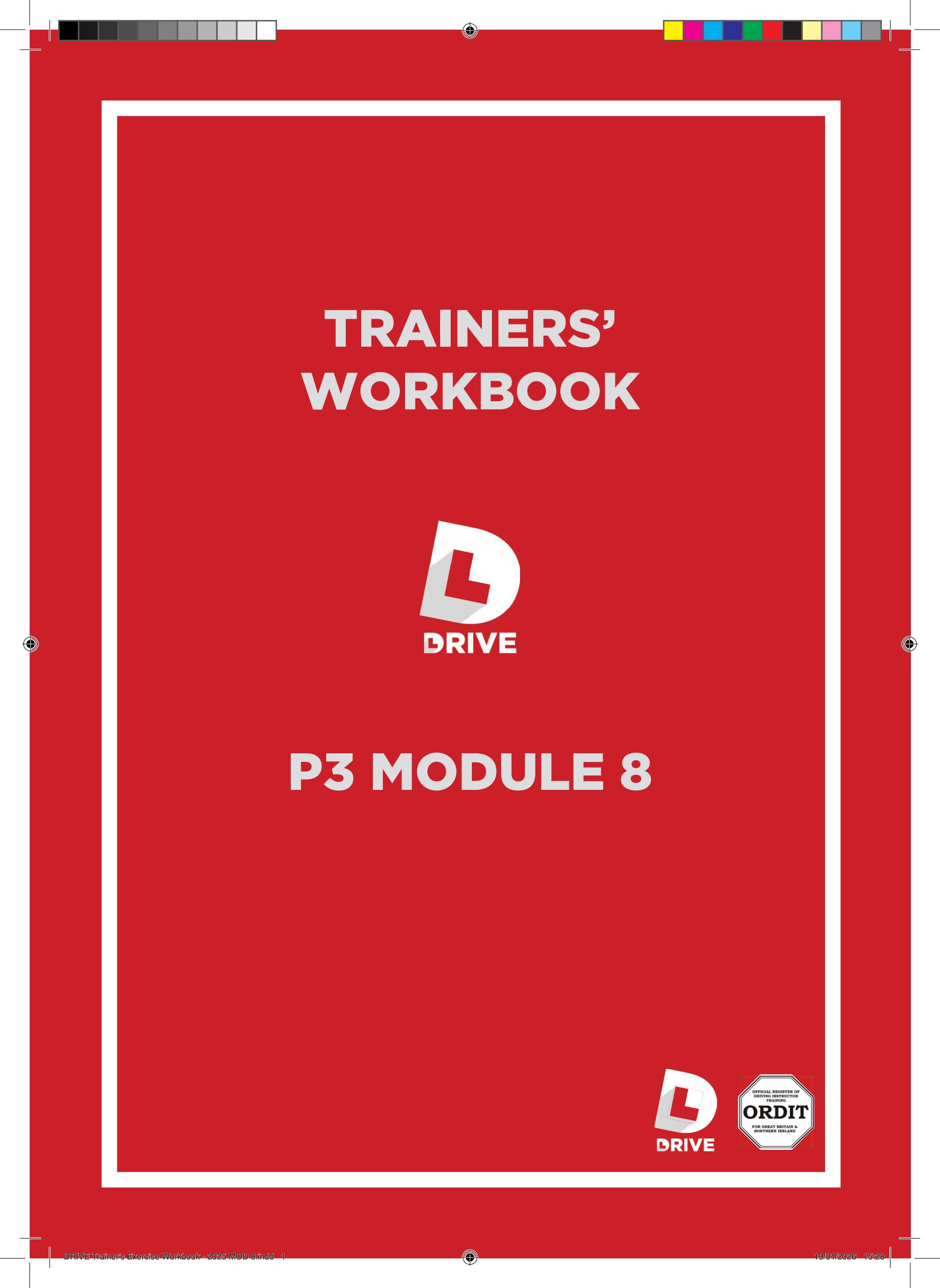
### STEP 4: FEEDBACK & ADAPT: EXERCISE 6 Cont...

- Elicit feedback from the PDIs with a conversation about the exercises.
- Discuss any elements where the trainer had to come out of role.
- Trainers are looking to answer the following questions from their PDIs:
  1. Discuss how the PDIs discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'?
  2. Discuss how the PDIs broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'?
  3. Discuss how the PDIs watched the learner and delivered the level of help agreed for each '5 Step loop'?
  4. Discuss how the PDIs elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'?
  5. At the end of the 'mini lesson', discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next 'mini lesson'?
- Repeat areas of development if necessary.
- Points for revision noted in PDI's workbook.

### STEP 5: REFLECTION

- Encourage reflection on performance.
- As this is the end of the Module, discuss the session as a whole and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**
- **Ensure you also take a photo in-car (Yellow, Green and Orange) pages and uploaded via CRM.**
- **Mark the session complete in CRM.**





# TRAINERS' WORKBOOK



## P3 MODULE 8





## MODULE 8 - MULTIPLE MINI LESSONS

### MODULE 8 - MULTIPLE MINI LESSONS - PDI 1



#### STEP 1 - RECAP AND IDENTIFY NEEDS

##### EXERCISE 1: REVIEW THE PDI'S WORKBOOK & ENSURE WORK COMPLETED SATISFACTORILY:

Discussion:



Question	Outcome
What has your learner covered so far in modules 5,6 & 7?. What skills has the PDI used to deliver this?	Learner's Subjects: Move off & Stop, Gear Change, Meeting Traffic, Junctions Left & Right, Mini Roundabouts. PDI Skills: All skills from Modules 1-4
How has the learner developed from needing talk-through to taking more responsibility?	Earlier our learner needed lots of help and talk through for most early jobs. As more 'knowns' are pressure tested, learner can take more responsibility for the jobs when new skills are added or task demand is increased.
Why could 'Silence' be a suitable level of instruction with the leaner now?	Learner has pressure tested, transferable skills that they can apply to new scenarios. If it's agreed you will 'Watch and Step in if Needed' then be quiet and allow the learner to demonstrate their responsibility for their 'Jobs'.
How has the way you have used Step 4 (Feedback & Adapt) changed as your learner has progressed?	More eliciting than giving. Learner able to more easily recognise issues and progress. More feedback & adaptation (including tweaks to level of instruction) on the move.
What is the leaner's next learning need?	The next need is to challenge the learner at bigger, more complex roundabouts. As the learner is not driving to the new training area, no need to consider hazards that may be en-route.

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

PDI gives route directions.

The trainer will take full responsibility for risk and safety.

Where issues or faults are simulated they are done in a way that does not increase risk to the Trainer, PDIs or any third party.

The Trainer's drive should be at a standard appropriate for the learner portrayed.

Any safety critical situations that arise will be dealt with by the trainer out of role.

## STEP 3 - DOING THE JOB: EXERCISE 2.1 - Turning Left at Roundabouts

**EXERCISE 2.1: Set the exercise up by ensuring the PDIs understand the following:**

- Allow the PDIs to brainstorm a “Larger Roundabout” lesson. The ‘mini lessons’ the PDIs give you should be: - Turn Left at Roundabout; Road Ahead at Roundabout; Turn Right at Roundabout.
- Explain to the PDIs that we will attempt these 3 mini lessons minimising the time out of role.
- Ensure ‘Turn Left at Roundabout’ should be the first ‘mini lesson’ (as per the video).
- Ensure the PDIs understand the ‘Jobs’ that make up **‘Turn Left at Roundabout’**.
- Drive as the same compliant learner the PDI taught in previous Module.
- Discuss with PDIs - based on the learner’s previous performance and skill - what we all agree an appropriate Job Share and Level of Instruction should be and which jobs the learner will be responsible for. (aim for one of the new unknown elements, **‘Prompting with Q&A to Help’** is the appropriate level of instruction.).
- Discuss with the PDIs that the trainer - as the learner - may commit driver errors that the PDI must spot and intervene appropriately during these 3 mini lessons. (Ensure the driver error is not safety critical.) Do not tell the PDI in advance what the error will be.
- Discuss with the PDIs how they will start the ‘mini lesson’ of ‘Turn Left at the Roundabout’ using multiple instances of the 5 steps process, until the responsibility for risk is transferred to **‘Full Independence’**.
- Explain to the PDIs that we will pause the exercise if feedback is required and the trainer will come out of role.
- Discuss that PDI 2’s job is to assess PDI 1’s use of multiple instances of the 5 steps and their notes will form the feedback process.
- Go into role and the PDI should deliver a mini lesson for around 20/25 mins. The PDI should:

Objective	Trainer
1. Discuss previous learning with the learner, and Identify an appropriate learning need.	You are a learner who can Move Off and Stop, deal with Turning Left and Right, and deal with Main Roads. Your next steps are to expand on Mini Roundabouts by introducing <b>Larger Roundabouts</b> .
2. Discuss job sharing and agree a level of help.	The PDI discusses the required routines (using the VTS?) paying particular attention to the knowns and unknowns from previous experience. You will agree that on the new unknown elements, <b>‘Prompting with Q&amp;A to help’</b> is the appropriate level of instruction.
3. Complete a ‘Turn Left at Roundabout, watching the learner in the process	The PDI delivers the help agreed on the new unknown elements, and watches the learner to ensure the correct actions. Remember <b>‘Silence’</b> is a suitable level of instruction.
4. Elicit feedback and adapt the level of help accordingly.	PDI should elicit feedback from the learner. The conversation should reach Step 1 again (identifying a new need of the same exercise but with less help or, address the driver error with appropriate help agreed in the PDI and learner’s SAS discussion). Once error fixed, continue in role agreeing the next learning need of <b>‘Less Help’</b> .
5. Repeat as required using multiple instances of the 5 steps process, until the responsibility for risk is transferred from to <b>‘Full Independence’</b> for the mini lesson ‘Turning Left at Roundabouts’.  - When <b>‘Full Independence’</b> is achieved, the PDI should encourage reflection with their learner (Step 5) and discuss what the next ‘mini lesson’ could be as the next suitable step for the learner to take (Road Ahead at Roundabouts).	

## STEP 4: FEEDBACK &amp; ADAPT: EXERCISE 2.1

- If feedback is required, briefly come out of role to ‘check in’ with PDIs, otherwise stay in role and continue with next mini lesson of ‘Road Ahead at Roundabouts’.



## MODULE 8 - MULTIPLE MINI LESSONS

### STEP 3 - DOING THE JOB: EXERCISE 2.2 Road Ahead at Roundabouts

#### EXERCISE 2.2: Set the exercise up by ensuring the PDIs understand the following:

- **IMPORTANT:** If you have not needed to stop for feedback, continue with the lesson.
- Set up this exercise as per the previous exercise (ie learner, area, etc...)
- Remember PDI 1 remains in the instructor's seat. Remind PDI 2's Job is to assess PDI 1's performance as per previous exercise.
- Discuss with PDIs - based on the learner's previous performance and skill in the last exercise - what we all agree an appropriate Job Share and level of instruction should be and which jobs the learner will be responsible for.
- Explain to the PDIs that we will pause the exercise if feedback is required and the trainer will come out of role.
- Go into role and the PDI should deliver a mini lesson for around 20/25 mins. The PDI should:

Objective	Trainer
1. Discuss previous learning with the learner, and identify an appropriate learning need.	You are a learner who can now turn left at larger roundabouts. Your next steps are to expand on this by introducing <b>Road Ahead at Roundabouts</b> .
2. Discuss Job Sharing and agree a level of help.	The PDI discusses the required routines (using the VTS?) paying particular attention to the knowns and unknowns from previous experience. You will agree the appropriate level of instruction based on your learner's previous performance in 'Turning Left at Roundabouts'.
3. Complete a <b>'Road Ahead at Roundabouts'</b> , watching the learner in the process	The PDI delivers the help agreed on the new unknown elements, and watches the learner to ensure the correct actions. Remember <b>'Silence'</b> is a suitable level of instruction.
4. Elicit feedback and adapt the level of help accordingly.	PDI should elicit feedback from the learner. The conversation should reach Step 1 again (identifying a new need of the same exercise but with less help or, address the driver error with appropriate help agreed in the PDI and learner's SAS discussion). Once error fixed, continue in role agreeing the next learning need of <b>'Less Help'</b> .
5. Repeat as required using multiple instances of the 5 steps process, until the responsibility for risk is transferred from to <b>'Full Independence'</b> for the mini lesson 'Road Ahead at Roundabouts'.  - When <b>'Full Independence'</b> is achieved, the PDI should encourage reflection with their learner (Step 5) and discuss what the next mini lesson could be as the next suitable step for the learner to take (Turning Right at Roundabouts).	

### STEP 4: FEEDBACK & ADAPT: EXERCISE 2.2

- If feedback is required, briefly come out of role to 'check in' with PDIs, otherwise stay in role and continue with next mini lesson of 'Turning Right at Roundabouts'.



### STEP 3 - DOING THE JOB: EXERCISE 2.3 Turning Right at Roundabouts

#### EXERCISE 2.3: Set the exercise up by ensuring the PDIs understand the following:

- **IMPORTANT:** If you have not needed to stop for feedback, PDI 1 will continue with the lesson.
- Set up this exercise as per the previous exercise (ie learner, area, etc...)
- Remember PDI 1 remains in the instructor's seat. Remind PDI 2's Job is to assess PDI 1's performance as per previous exercise.
- Discuss with PDIs - based on the learner's previous performance and skill in the last exercise - what we all agree an appropriate Job Share and level of instruction should be and which jobs the learner will be responsible for.
- Explain to the PDIs that we will pause the exercise if feedback is required and the trainer will come out of role.
- Go into role and the PDI should deliver a mini lesson for around 20/25 mins. The PDI should:

Objective	Trainer
1. Discuss previous learning with the learner, and identify an appropriate learning need.	You are a learner who can now turn left and road ahead at larger roundabouts. Your next steps are to expand on this by introducing <b>Turning Right at Roundabouts</b> .
2. Discuss Job Sharing and agree a level of help.	The PDI discusses the required routines (using the VTS?) paying particular attention to the knowns and unknowns from previous experience. You will agree the appropriate level of instruction based on your learner's previous performance in 'Road Ahead at Roundabouts'.
3. Complete a 'Turning Right at Roundabouts' turn left, watching the learner in the process	The PDI delivers the help agreed on the new unknown elements, and watches the learner to ensure the correct actions. Remember <b>'Silence'</b> is a suitable level of instruction.
4. Elicit feedback and adapt the level of help accordingly.	PDI should elicit feedback from the learner. The conversation should reach Step 1 again (identifying a new need of the same exercise but with less help or, address the driver error with appropriate help agreed in the PDI and learner's SAS discussion). Once error fixed, continue in role agreeing the next learning need of <b>'Less Help'</b> .
5. Repeat as required using multiple instances of the 5 steps process, until the responsibility for risk is transferred from to <b>'Full Independence'</b> for the mini lesson 'Turning Right at Roundabouts'.	- When <b>'Full Independence'</b> is achieved, the PDI should encourage reflection with their learner (Step 5) and discuss what the next mini lesson could be as the next suitable step for the learner to take (Traffic Light Controlled Crossroads).

### STEP 4: FEEDBACK & ADAPT: EXERCISE 2.3

- Elicit feedback from the PDIs with a conversation about the exercise. Where applicable, use PDI 2's notes to lead the discussion.
- Discuss any elements where the trainer had to come out of role.
- Trainers are looking to answer the following questions from their PDIs:
  1. Discuss how the PDI discussed previous learning with the learner, and Identified an appropriate learning need for each '5 Step loop'?
  2. Discuss how the PDI broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'?
  3. Discuss how the PDI watched the learner and delivering the level of help agreed for each '5 Step loop'?
  4. Discuss how the PDI elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'?
  5. At the end of the 'mini lesson', discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next 'mini lesson'?
- Repeat areas of development with PDI 1 based on feedback elicited above.
- Points for revision noted in PDI's workbook.



## MODULE 8 - MULTIPLE MINI LESSONS

### MODULE 8 - MULTIPLE MINI LESSONS - EXERCISE 3 - PDI 2



#### STEP 1 - RECAP AND IDENTIFY NEEDS

**EXERCISE 1: SWAP PDIS IF NECESSARY.**

**REVIEW THE PDI'S WORKBOOK & ENSURE WORK COMPLETED SATISFACTORILY:**

**Discussion:**

Question	Outcome
What has your learner covered so far in modules 5,6,7 & 8 . What skills has the PDI used to deliver this?	Learner's Subjects: As above in Module 8 , including Larger Roundabouts. PDI Skills: All skills from Modules 1-4.
How has the learner developed from needing talk-through to taking more responsibility?	Earlier our learner needed lots of help and talk through for most early jobs. As more 'knowns' are pressure tested, learner can take more responsibility for the jobs when new skills are added or task demand is increased.
How did we feel when delivering 'silence' as a level of instruction?	Learner has pressure tested, transferable skills that they can apply to new scenarios. If it's agreed you will 'Watch and Step in if Needed' then be quiet and allow the learner to demonstrate their responsibility for their 'Jobs'.
How has the way you have used Step 4 (Feedback & Adapt) changed as your learner has progressed?	More eliciting than giving. Learner able to more easily recognise issues and progress. More feedback & adaptation (including tweaks to Level of Instruction) on the move.
What is the leaner's next learning need?	The next need is to challenge the learner at bigger, more complex, Traffic Light Controlled Crossroads. As the learner is not driving to the new training area, no need to consider hazards that may be en-route.

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

PDI gives route directions.

The trainer will take full responsibility for risk and safety.

Where issues or faults are simulated they are done in a way that does not increase risk to the Trainer, PDIs or any third party.

The Trainer's drive should be at a standard appropriate for the learner portrayed.

Any safety critical situations that arise will be dealt with by the trainer out of role.

**STEP 3 - DOING THE JOB: EXERCISE 3.1****EXERCISE 3.1: Set the exercise up by ensuring the PDIs understand the following:**

- Allow the PDIs to brainstorm a 'Traffic Light Controlled Crossroads' lesson. The mini lessons the PDIs give you should be: - Turn Left; Road Ahead; Turn Right.
- Explain to the PDIs that we will attempt these 3 mini lessons minimising the time out of role.
- Ensure '**Turn Left**' should be the first mini lesson (as per the video).
- Ensure the PDIs understand the 'Jobs' that make up '**Turn Left at Traffic Light Controlled Crossroads**'.
- Drive as the same compliant learner the PDI taught in previous Module.
- Discuss with PDIs - based on the learner's previous performance and skill - what we all agree an appropriate Job Share and Level of Instruction should be and which jobs the learner will be responsible for. (aim for 'Prompting with Q&A to Help With the New Jobs').
- Discuss with the PDIs that the trainer as the learner may commit driver errors that the PDI must spot and intervene appropriately during these 3 mini lessons. (Ensure the driver error is not safety critical.) Do not tell the PDI in advance what the error will be.
- Discuss with the PDIs how they will start the mini lesson of 'Turn Left at Traffic Light Controlled Crossroads' using multiple instances of the 5 steps process, until the responsibility for risk is transferred to 'Full Independence'.
- Explain to the PDIs that we will pause the exercise if feedback is required and the trainer will come out of role.
- Discuss that PDI 1's Job is to now assess PDI 2's use of multiple instances of the 5 steps and their notes will form the feedback process.
- Go into role and the PDI should deliver a mini lesson for around 20/25 mins. The PDI should:

Objective	Trainer
1. Discuss previous learning with the learner, and identify an appropriate learning need.	You are a learner who can Move Off and Stop, deal with Turning Left and Right, and deal with Main Roads, Mini & Larger Roundabouts. Your next steps are to expand on junctions by introducing ' <b>Turn Left at Traffic Light Controlled Crossroads</b> '.
2. Discuss Job Sharing and agree a level of help.	The PDI discusses the required routines (using the VTS?) paying particular attention to the knowns and unknowns from previous experience. You will agree that ' <b>Prompting with Q&amp;A to Help With New Jobs</b> ' is the appropriate Level of Instruction.
3. Complete a 'Turn Left at Traffic Light Controlled Crossroads', watching the learner in the process	The PDI delivers the help agreed on the new unknown elements, and watches the learner to ensure the correct actions. Remember ' <b>Silence</b> ' is a suitable Level of Instruction.
4. Elicit feedback and adapt the level of help accordingly.	PDI should elicit feedback from the learner. The conversation should reach Step 1 again (identifying a new need of the same exercise but with less help or, address the driver error with appropriate help agreed in the PDI and learner's SAS discussion). Once error fixed, continue in role agreeing the next learning need of ' <b>Less Help</b> '.
5. Repeat as required using multiple instances of the 5 steps process, until the responsibility for risk is transferred from to ' <b>Full Independence</b> ' for the mini lesson 'Turn Left at Traffic Light Controlled Crossroads'. - When ' <b>Full Independence</b> ' is achieved, the PDI should encourage reflection with their learner (Step 5) and discuss what the next 'mini lesson' could be as the next suitable step for the learner to take (Road Ahead at Traffic Light Controlled Crossroads).	

**STEP 4: FEEDBACK & ADAPT: EXERCISE 3.1**

- If feedback is required, briefly come out of role to 'check in' with PDIs, otherwise stay in role and continue with next mini lesson of 'Road Ahead at traffic light controlled crossroads'.



## MODULE 8 - MULTIPLE MINI LESSONS

### STEP 3 - DOING THE JOB: EXERCISE 3.2

#### EXERCISE 3.2: Set the exercise up by ensuring the PDIs understand the following:

- **IMPORTANT:** If you have not needed to stop for feedback, continue with the lesson.
- Set up this exercise as per the previous exercise (ie learner, area, etc...)
- Remember PDI 2 remains in the instructor's seat. Remind PDI 1's Job is to assess PDI 2's performance as per previous exercise.
- Discuss with PDIs - based on the learner's previous performance and skill in the last exercise - what we all agree an appropriate Job Share and Level of Instruction should be and which jobs the learner will be responsible for.
- Explain to the PDIs that we will pause the exercise if feedback is required and the trainer will come out of role.
- Go into role and the PDI should deliver a mini lesson for around 20/25 mins. The PDI should:

Objective	Trainer
1. Discuss previous learning with the learner, and identify an appropriate learning need.	You are a learner who can now turn left at traffic light controlled crossroads. Your next steps are to expand on this by introducing <b>Road Ahead at Traffic Light Controlled Crossroads</b> .
2. Discuss Job Sharing and agree a level of help.	The PDI discusses the required routines (using the VTS?) paying particular attention to the knowns and unknowns from previous experience. You will agree the appropriate level of instruction based on your learner's previous performance in 'Turning Left at Traffic Light Controlled Crossroads'.
3. Complete a 'Road Ahead at Traffic Light Controlled Crossroads', watching the learner in the process	The PDI delivers the help agreed on the new unknown elements, and watches the learner to ensure the correct actions. Remember <b>'Silence'</b> is a suitable level of instruction.
4. Elicit feedback and adapt the level of help accordingly.	PDI should elicit feedback from the learner. The conversation should reach Step 1 again (identifying a new need of the same exercise but with less help or, address the driver error with appropriate help agreed in the PDI and learner's SAS discussion). Once error fixed, continue in role agreeing the next learning need of <b>'Less Help'</b> .
5. Repeat as required using multiple instances of the 5 steps process, until the responsibility for risk is transferred from to <b>'Full Independence'</b> for the 'mini lesson' 'Road Ahead at Traffic Light Controlled Crossroads'.  - When <b>'Full Independence'</b> is achieved, the PDI should encourage reflection with their learner (Step 5) and discuss what the next mini lesson could be as the next suitable step for the learner to take (Turning Right at Traffic Light Controlled Crossroads).	

### STEP 4: FEEDBACK & ADAPT: EXERCISE 3.2

- If feedback is required, briefly come out of role to 'check in' with PDIs, otherwise stay in role and continue with next mini lesson of 'Turning Right at traffic light controlled crossroads'



### STEP 3 - DOING THE JOB: EXERCISE 3.3

#### EXERCISE 3.3: Set the exercise up by ensuring the PDIs understand the following:

- IMPORTANT:** If you have not needed to stop for feedback, continue with the lesson.
- Set up this exercise as per the previous exercise (ie learner, area, etc...)
- Remember PDI 2 remains in the instructor's seat. Remind PDI 1's Job is to assess PDI 2's performance as per previous exercise.
- Discuss with PDIs - based on the learner's previous performance and skill in the last exercise - what we all agree an appropriate Job Share and Level of Instruction should be and which jobs the learner will be responsible for.
- Explain to the PDIs that we will pause the exercise if feedback is required and the trainer will come out of role.
- Go into role and the PDI should deliver a mini lesson for around 20/25 mins. The PDI should:

Objective	Trainer
1. Discuss previous learning with the learner, and identify an appropriate learning need.	You are a learner who can now turn left and road ahead at larger roundabouts. Your next steps are to expand on this by introducing <b>Turn Right at Traffic Light Controlled Crossroads</b> .
2. Discuss Job Sharing and agree a level of help.	The PDI discusses the required routines (using the VTS?) paying particular attention to the knowns and unknowns from previous experience. You will agree the appropriate level of instruction based on your learner's previous performance in 'Road Ahead at Traffic Light Controlled Crossroads'.
3. Complete a 'Turn Right at Traffic Light Controlled Crossroads', watching the learner in the process.	The PDI delivers the help agreed on the new unknown elements, and watches the learner to ensure the correct actions. Remember <b>'Silence'</b> is a suitable level of instruction.
4. Elicit feedback and adapt the level of help accordingly.	PDI should elicit feedback from the learner. The conversation should reach Step 1 again (identifying a new need of the same exercise but with less help or, address the driver error with appropriate help agreed in the PDI and learner's SAS discussion). Once error fixed, continue in role agreeing the next learning need of <b>'Less Help'</b> .
5. Repeat as required using multiple instances of the 5 steps process, until the responsibility for risk is transferred from to <b>'Full Independence'</b> for the mini lesson 'Turning Right at Traffic Light Controlled Crossroads'.	- When <b>'Full Independence'</b> is achieved, the PDI should encourage reflection with their learner (Step 5) and discuss what the next mini lesson could be as the next suitable step for the learner to take (for discussion!).

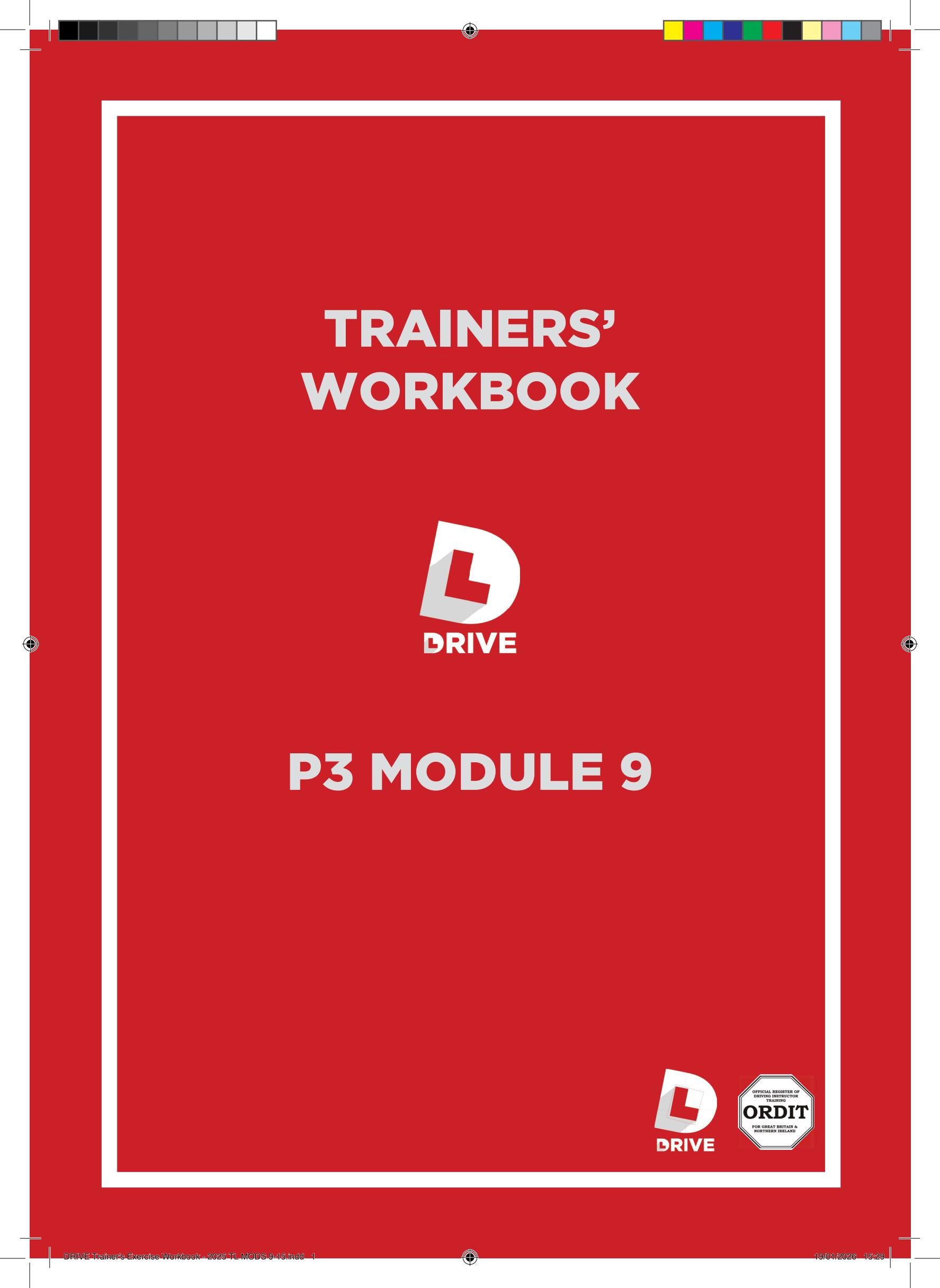
### STEP 4: FEEDBACK & ADAPT: EXERCISE 3.3

- Elicit feedback from the PDIs with a conversation about the exercise. Where applicable, use PDI 2's notes to lead the discussion.
- Discuss any elements where the trainer had to come out of role.
- Trainers are looking to answer the following questions from their PDIs:
  - Discuss how the PDI discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'?
  - Discuss how the PDI broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'?
  - Discuss how the PDI watched the learner and delivered the level of help agreed for each '5 Step loop'?
  - Discuss how the PDI elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'?
  - At the end of the 'mini lesson', discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next 'mini lesson'?
- Repeat areas of development with PDI 1 based on feedback elicited above.

### STEP 5: REFLECTION

- Encourage reflection on performance.
- As this is the end of the Module, discuss the session as a whole and complete the Reflection, Action Plans and Trainer's Feedback Sections in the PDIs' workbooks.
- IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**
- Ensure you also take a photo in-car (Yellow, Green and Orange) pages and uploaded via CRM.**
- Mark the session complete in CRM.**





# TRAINERS' WORKBOOK



## P3 MODULE 9





## MODULE 9 - TL MONTH 1

### MODULE 9 - TL MONTH 1



#### STEP 1 - RECAP AND IDENTIFY NEEDS

**EXERCISE 1: REVIEW THE PDI'S WORKBOOK & REVIEW PREVIOUS ACTION PLANS.**

**DISCUSS THE FOLLOWING WITH THE PDI:**

##### Question?

Who is the learner?

How many hours of training have they had?

What have they been working on so far today?

What do you intend working on for the rest of the session?

If the PDI needs/wants to ask the trainer or ask them something, how would the PDI want it be done? (In the car or outside the car at a safe place, away from the learner?)

**IMPORTANT:** If the trainer needs to intervene to prevent a safety critical incident, how would the PDI want it be done? (In the car or outside the car at a safe place, away from the learner?)

Are there any particular strengths in the PDI's skill-set they want me to watch?

Are there any particular weaknesses in your the PDI's skill-set they want me to watch?

#### STEP 2: JOB SHARING

Discuss with the PDI how risk will be shared:

- The PDI will take full responsibility for risk and safety and will be expected to Job Share appropriately and use verbal or physical intervention if needed as part of the lesson.
- It is important the trainer watches the session and does not give any help at this stage .
- **HOWEVER**, if the trainer feels they need to intervene to prevent a safety critical incident, they will intervene and elicit feedback as agreed in the discussion in Step 1.
- Encourage the PDI to discuss with their learner your role in this session and the Jobs you are responsible for.

#### STEP 3 - DOING THE JOB - EXERCISE 2

##### EXERCISE 2:

- Use the PDIs workbook to assess the lesson being delivered
- Make notes based around the 5 step process.
- Once the session has finished and the PDI has dropped the learner off, start Step 4.



## STEP 4: FEEDBACK & ADAPT - EXERCISE 2

- Elicit feedback from the PDI with a conversation about the lesson.
- Discuss any elements where the trainer had to intervene.
- Trainers should discuss the following with their PDI:
  1. Discuss how the PDI discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'.
  2. Discuss how the PDI broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'.
  3. Discuss how the PDI watched the learner and delivered the level of help agreed for each '5 Step loop'.
  4. Discuss how the PDI elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'.
  5. At the end of the mini lesson, discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next mini lesson.
- Repeat areas of development with PDI based on feedback elicited above.
- Points for revision noted in PDI's workbook.

## STEP 3 - DOING THE JOB - EXERCISE 3

### EXERCISE 3:

- Based on the areas for development identified, you may find it appropriate to re-complete certain specific exercises within the Modules 1-8.
- You may also find it appropriate to recreate a scenario you saw in the exercise.  
Demonstrate:
  - a learner similar to the level of your PDI's learner.
  - the next learning needs of the learner as the lesson develops;
  - how the responsibility of risk would transfer as the lesson develops;
  - driver errors that the learner may be likely to commit as the skill level is increased;

## STEP 4: FEEDBACK & ADAPT - EXERCISE 3

- Elicit feedback from the PDI with a conversation about the exercise.
- Repeat areas of development with PDI based on feedback elicited above.
- Points for revision noted in PDI's workbook.

## STEP 5: REFLECTION

- Encourage reflection on performance.
- Create an action plan for the PDI to continue working on areas for development, ready for their next point of contact within the training cycle.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**
- **Ensure you also take a photo in-car (Yellow, Green and Orange) pages and uploaded via CRM.**
- **Mark the session complete in CRM.**





# TRAINERS' WORKBOOK



## P3 MODULE 10





## MODULE 10 - TL MONTH 2

### MODULE 10 - TL MONTH 2

#### STEP 1 - RECAP AND IDENTIFY NEEDS

**EXERCISE 1: REVIEW THE PDI'S WORKBOOK & REVIEW PREVIOUS ACTION PLANS.**

**DISCUSS THE FOLLOWING WITH THE PDI:**



##### Question?

Who is the learner?

How many hours of training have they had?

What have they been working on so far today?

What do you intend working on for the rest of the session?

If the PDI needs/wants to ask the trainer or ask them something, how would the PDI want it be done? (In the car or outside the car at a safe place, away from the learner?)

**IMPORTANT:** If the trainer needs to intervene to prevent a safety critical incident, how would the PDI want it be done? (In the car or outside the car at a safe place, away from the learner?)

Are there any particular strengths in the PDI's skill-set they want me to watch?

Are there any particular weaknesses in your the PDI's skill-set they want me to watch?

#### STEP 2: JOB SHARING

Discuss with the PDI how risk will be shared:

- The PDI will take full responsibility for risk and safety and will be expected to Job Share appropriately and use verbal or physical intervention if needed as part of the lesson.
- It is important the trainer watches the session and does not give any help at this stage .
- **HOWEVER**, if the trainer feels they need to intervene to prevent a safety critical incident, they will intervene and elicit feedback as agreed in the discussion in Step 1.
- Encourage the PDI to discuss with their learner your role in this session and the Jobs you are responsible for.

#### STEP 3 - DOING THE JOB - EXERCISE 2

##### EXERCISE 2:

- Use the PDIs workbook to assess the lesson being delivered
- Make notes based around the 5 step process.
- Once the session has finished and the PDI has dropped the learner off, start Step 4.



- Elicit feedback from the PDI with a conversation about the lesson.
- Discuss any elements where the trainer had to intervene.
- Trainers should discuss the following with their PDI:
  1. Discuss how the PDI discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'.
  2. Discuss how the PDI broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'.
  3. Discuss how the PDI watched the learner and delivered the level of help agreed for each '5 Step loop'.
  4. Discuss how the PDI elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'.
  5. At the end of the mini lesson, discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next mini lesson.
- Repeat areas of development with PDI based on feedback elicited above.
- Points for revision noted in PDI's workbook.

### STEP 3 - DOING THE JOB - EXERCISE 3

#### EXERCISE 3:

- Based on the areas for development identified, you may find it appropriate to re-complete certain specific exercises within the Modules 1-8.
- You may also find it appropriate to recreate a scenario you saw in the exercise.  
Demonstrate:
  - a learner similar to the level of your PDI's learner.
  - the next learning needs of the learner as the lesson develops;
  - how the responsibility of risk would transfer as the lesson develops;
  - driver errors that the learner may be likely to commit as the skill level is increased;

### STEP 4: FEEDBACK & ADAPT - EXERCISE 3

- Elicit feedback from the PDI with a conversation about the exercise.
- Repeat areas of development with PDI based on feedback elicited above.
- Points for revision noted in PDI's workbook.

### STEP 5: REFLECTION

- Encourage reflection on performance.
- Create an action plan for the PDI to continue working on areas for development, ready for their next point of contact within the training cycle.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**
- **Ensure you also take a photo in-car (Yellow, Green and Orange) pages and uploaded via CRM.**
- **Mark the session complete in CRM.**





# TRAINERS' WORKBOOK

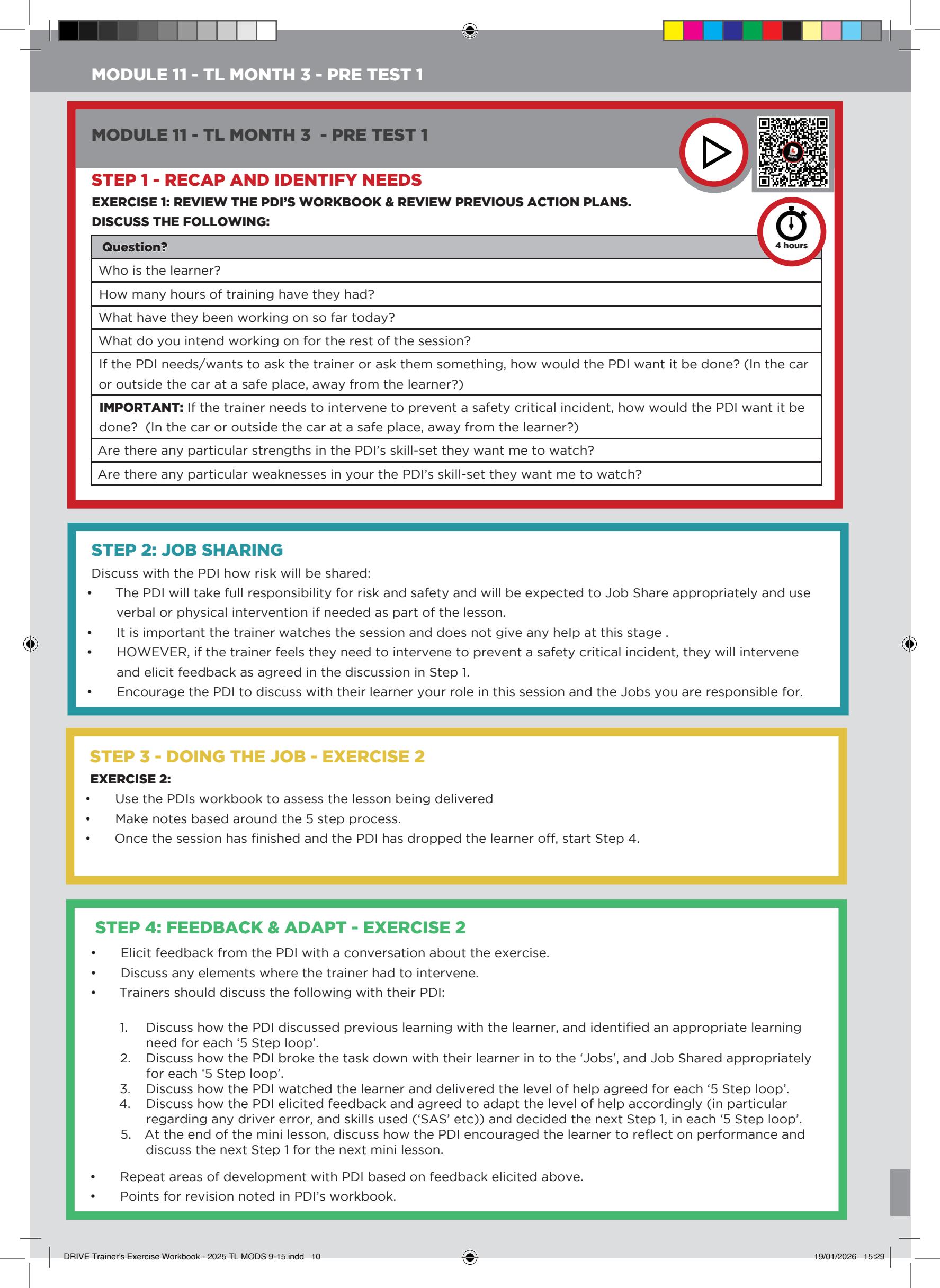


## P3 MODULE 11



DRIVE Trainer's Exercise Workbook - 2025 TL MODS 9-15.indd 10

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## MODULE 11 - TL MONTH 3 - PRE TEST 1

### MODULE 11 - TL MONTH 3 - PRE TEST 1

#### STEP 1 - RECAP AND IDENTIFY NEEDS

**EXERCISE 1: REVIEW THE PDI'S WORKBOOK & REVIEW PREVIOUS ACTION PLANS.**

**DISCUSS THE FOLLOWING:**

Question?	4 hours
Who is the learner?	
How many hours of training have they had?	
What have they been working on so far today?	
What do you intend working on for the rest of the session?	
If the PDI needs/wants to ask the trainer or ask them something, how would the PDI want it be done? (In the car or outside the car at a safe place, away from the learner?)	
<b>IMPORTANT:</b> If the trainer needs to intervene to prevent a safety critical incident, how would the PDI want it be done? (In the car or outside the car at a safe place, away from the learner?)	
Are there any particular strengths in the PDI's skill-set they want me to watch?	
Are there any particular weaknesses in your the PDI's skill-set they want me to watch?	

#### STEP 2: JOB SHARING

Discuss with the PDI how risk will be shared:

- The PDI will take full responsibility for risk and safety and will be expected to Job Share appropriately and use verbal or physical intervention if needed as part of the lesson.
- It is important the trainer watches the session and does not give any help at this stage .
- HOWEVER, if the trainer feels they need to intervene to prevent a safety critical incident, they will intervene and elicit feedback as agreed in the discussion in Step 1.
- Encourage the PDI to discuss with their learner your role in this session and the Jobs you are responsible for.

#### STEP 3 - DOING THE JOB - EXERCISE 2

**EXERCISE 2:**

- Use the PDIs workbook to assess the lesson being delivered
- Make notes based around the 5 step process.
- Once the session has finished and the PDI has dropped the learner off, start Step 4.

#### STEP 4: FEEDBACK & ADAPT - EXERCISE 2

- Elicit feedback from the PDI with a conversation about the exercise.
- Discuss any elements where the trainer had to intervene.
- Trainers should discuss the following with their PDI:
  - Discuss how the PDI discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'.
  - Discuss how the PDI broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'.
  - Discuss how the PDI watched the learner and delivered the level of help agreed for each '5 Step loop'.
  - Discuss how the PDI elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'.
  - At the end of the mini lesson, discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next mini lesson.
- Repeat areas of development with PDI based on feedback elicited above.
- Points for revision noted in PDI's workbook.



### STEP 3 - DOING THE JOB - EXERCISE 2a

#### EXERCISE 2a TEST DAY CONSIDERATIONS:

- The main focus of this Exercise should be to plan the learner's next steps in their training, with the context that their next lesson is the PDI's Part 3 test.
- Use the project notes in the PDI's workbook as a starting point.
- Discuss and confirm:
  - The learner's next learning need;
  - An appropriate structure for their next lesson;
  - What will get done before the examiner gets in the car;
  - How the PDI will recap when the examiner gets in the car;
  - What "Job Share" may be appropriate at that stage;
  - What initial training will occur during the test;
  - What adaptation will be "likely" (In a positive or negative light, depending on the learner's performance).
- Make sure to research this area with the PDI in the instructor's seat so they can get an idea of any particular issues such as closed junctions or faded markings, missing road signs etc.
- Consider the time and day of the test and how this may affect the potential hazards (ie school children, bin trucks etc).
- Discuss and drive the route from the test centre to the training area and back. You may wish to 'time' this.
- Discuss and drive the route to identify areas to use for adapting the lesson to both reduce or increase task

### STEP 4: FEEDBACK & ADAPT

- Elicit feedback from the PDI with a conversation about the exercise.
- Trainers are looking to answer and discuss the following:
  - Does the PDI understand how the lesson structure and training area affect the learning need identified above?
  - Does the PDI understand how to get to and from the test centre?
  - Can the PDI identify areas to pull up?
  - Can the PDI identify areas to adapt the lesson either positively or negatively?
  - Can the PDI plan for pinch point areas around the test centre area (Busy junctions or complex situations that may affect the learner getting to or from another area.)
- Repeat areas of development with PDI based on feedback elicited above.
- Points for revision noted in PDI's workbook.

### STEP 5: REFLECTION

- Encourage reflection on performance.
- Create an action plan for the PDI to continue working on areas for development, ready for their next point of contact within the training cycle.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**
- **Ensure you also take a photo in-car (Yellow, Green and Orange) pages and uploaded via CRM.**
- **Mark the session complete in CRM.**





# TRAINERS' WORKBOOK



## P3 MODULE 12





## MODULE 12 - POST TEST 1

### MODULE 12 - POST TEST 1



#### STEP 1 - RECAP AND IDENTIFY NEEDS

**EXERCISE 1: REVIEW THE PDI'S WORKBOOK & REVIEW PREVIOUS ACTION PLANS.**

**DISCUSS THE FOLLOWING:**

##### Question?

When did you fail your Part 3 test?

Did you understand the Examiner's feedback at the end of the test?

Have you spoken to the training support team?

Have you attended the Part 3 Test Analysis webinar?

What did you take from it?

What skills have you been working on?

How do you feel about those skills now?

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

The trainer will take full responsibility for risk and safety.

PDI gives route directions.

Where issues or faults are simulated they are done in a way that does not increase risk to the Trainer, PDIs or any third party.

The Trainer's drive should be at a standard appropriate for the learner portrayed.

Any safety critical situations that arise will be dealt with by the trainer out of role.





### STEP 3 - DOING THE JOB

#### EXERCISE 2:

#### DISCUSS THE FOLLOWING

- Did the PDI take the learner they intended to use?
- Did the PDI take the learner the Trainer saw at Module 11
- Was the learner's standard of driving what they expected it to be during the Part 3 test?
- Was any verbal or physical intervention used?
- Did any safety critical incidents occur?
- The aim is to use this training to highlight the PDI's weaker areas identified in the Test.
- You may also find it appropriate to recreate scenarios that occurred during the test.
- Go into role and demonstrate:
  - a learner similar to the level of your PDI's learner.
  - if there were safety critical incidents on the test repeat the scenario;
  - explore alternative actions to take;

Based on the areas for development identified, you may find it appropriate to re-complete certain specific exercises within the Modules 1-8.

### STEP 4: FEEDBACK & ADAPT

- Elicit feedback from the PDI with a conversation about the exercise.
- Discuss any elements where the trainer had to intervene.
- Trainers are looking to answer and discuss the following:
  1. Does the PDI understand the weaker areas identified during the test?
  2. Does the PDI understand why they lost marks on the test?
  3. Can the PDI explain how they will continue to develop their weaker areas dung day to day lessons?
  4. How can the PDI develop these areas away from day to day lessons? (IE course, PDI surgeries?)
- Repeat areas of development with PDI based on feedback elicited above.
- Repeat Step 3 for all learning needs identified by the examiner.

### STEP 5: REFLECTION

- Encourage reflection on performance.
- Create an action plan for the PDI to continue working on areas for development, ready for their next point of contact within the training cycle.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**
- **Ensure you also take a photo in-car (Yellow, Green and Orange) pages and uploaded via CRM.**
- **Mark the session complete in CRM.**





# TRAINERS' WORKBOOK



## P3 MODULE 13





## MODULE 13 - TL PRE-TEST 2

### MODULE 13 - TL PRE-TEST 2



#### STEP 1 - RECAP AND IDENTIFY NEEDS

##### EXERCISE 1: REVIEW THE PDI'S WORKBOOK & REVIEW PREVIOUS ACTION PLANS.

###### DISCUSS THE FOLLOWING:



###### Question?

Who is the learner?

How many hours of training have they had?

What have they been working on so far today?

What do you intend working on for the rest of the session?

If the PDI needs/wants to ask the trainer or ask them something, how would the PDI want it be done? (In the car or outside the car at a safe place, away from the learner?)

**IMPORTANT:** If the trainer needs to intervene to prevent a safety critical incident, how would the PDI want it be done? (In the car or outside the car at a safe place, away from the learner?)

Are there any particular strengths in the PDI's skill-set they want me to watch?

Are there any particular weaknesses in your the PDI's skill-set they want me to watch?

#### STEP 2: JOB SHARING

Discuss with the PDI how risk will be shared:

- The PDI will take full responsibility for risk and safety and will be expected to Job Share appropriately and use verbal or physical intervention if needed as part of the lesson.
- It is important the trainer watches the session and does not give any help at this stage .
- **HOWEVER**, if the trainer feels they need to intervene to prevent a safety critical incident, they will intervene and elicit feedback as agreed in the discussion in Step 1.
- Encourage the PDI to discuss with their learner your role in this session and the Jobs you are responsible for.

#### STEP 3 - DOING THE JOB - EXERCISE 2

##### EXERCISE 2:

- Use the PDIs workbook to assess the lesson being delivered
- Make notes based around the 5 step process.
- Set up this exercise as per the previous exercise (ie learner, area, etc...).
- Once the session has finished and the PDI has dropped the learner off, start Step 4.

#### STEP 4: FEEDBACK & ADAPT - EXERCISE 2

- Elicit feedback from the PDI with a conversation about the exercise.
- Discuss any elements where the trainer had to intervene.
- Trainers should discuss the following with their PDI:

1. Discuss how the PDI discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'.
2. Discuss how the PDI broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'.
3. Discuss how the PDI watched the learner and delivered the level of help agreed for each '5 Step loop'.
4. Discuss how the PDI elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'.
5. At the end of the mini lesson, discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next 'mini lesson'.

- Repeat areas of development with PDI based on feedback elicited above.
- Points for revision noted in PDI's workbook.



### STEP 3 - DOING THE JOB - EXERCISE 2a

**EXERCISE 2a:**

- The main focus of this Exercise should be to plan the learner's next steps in their training: with the context that their next lesson is the PDI's Part 3 test.
- Use the project notes in the PDI's workbook as a starting point.
- Discuss and confirm:
  - The learner's next learning need;
  - An appropriate structure for their next lesson;
  - What will get done before the examiner gets in the car;
  - How the PDI will recap when the examiner gets in the car;
  - What "Job Share" may be appropriate at that stage;
  - What initial training will occur during the test;
  - What adaptation will be "likely" (In a positive or negative light, depending on the learner's performance).
- Make sure to research this area with the PDI in the instructor's seat so they can get an idea of any particular issues such as closed junctions or faded markings, missing road signs etc.
- Consider the time and day of the test and how this may affect the potential hazards (ie school children, bin trucks etc).
- Discuss and drive the route from the test centre to the training area and back. You may wish to 'time' this.
- Discuss and drive the route to identify areas to use for adapting the lesson to both reduce or increase task

### STEP 4: FEEDBACK & ADAPT

- Elicit feedback from the PDI with a conversation about the exercise.
- Trainers are looking to answer and discuss the following:
  - Does the PDI understand how the lesson structure and training area affect the learning need identified above?
  - Does the PDI understand how to get to and from the test centre?
  - Can the PDI identify areas to pull up?
  - Can the PDI identify areas to adapt the lesson either positively or negatively?
  - Can the PDI plan for pinch point areas around the test centre area (Busy junctions or complex situations that may affect the learner getting to or from another area.)
- Repeat areas of development with PDI based on feedback elicited above.
- Points for revision noted in PDI's workbook.

### STEP 5: REFLECTION

- Encourage reflection on performance.
- Create an action plan for the PDI to continue working on areas for development, ready for their next point of contact within the training cycle.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**
- **Ensure you also take a photo in-car (Yellow, Green and Orange) pages and uploaded via CRM.**
- **Mark the session complete in CRM.**





# TRAINERS' WORKBOOK



## P3 MODULE 14





## MODULE 14 - POST TEST 2

### MODULE 14 - POST TEST 2



#### STEP 1 - RECAP AND IDENTIFY NEEDS

**EXERCISE 1: REVIEW THE PDI'S WORKBOOK & REVIEW PREVIOUS ACTION PLANS.**

**DISCUSS THE FOLLOWING:**

##### Question?

When did you fail your Part 3 test?

Did you understand the Examiner's feedback at the end of the test?

Have you spoken to the training support team?

Have you attended the Part 3 Test Analysis webinar?

What did you take from it?

What skills have you been working on?

How do you feel about those skills now?

#### STEP 2: JOB SHARING

Explain to the PDIs how risk will be shared.

The trainer will take full responsibility for risk and safety.

PDI gives route directions.

Where issues or faults are simulated they are done in a way that does not increase risk to the Trainer, PDIs or any third party.

The Trainer's drive should be at a standard appropriate for the learner portrayed.

Any safety critical situations that arise will be dealt with by the trainer out of role.



### STEP 3 - DOING THE JOB

#### EXERCISE 2: DISCUSS THE FOLLOWING

- Did the PDI take the learner they intended to use?
- Did the PDI take the learner the Trainer saw at Module 13?
- Was the learner's standard of driving what they expected it to be during the Part 3 test?
- Was any verbal or physical intervention used?
- Did any safety critical incidents occur?
- The aim is to use this training to highlight the PDI's weaker areas identified in the Test.
- You may also find it appropriate to recreate scenarios that occurred during the test.
- Go into role and demonstrate:
  - a learner similar to the level of your PDI's learner.
  - if there were safety critical incidents on the test repeat the scenario;
  - explore alternative actions to take;

Based on the areas for development identified, you may find it appropriate to re-complete certain specific exercises within the Modules 1-8.

### STEP 4: FEEDBACK & ADAPT

- Elicit feedback from the PDI with a conversation about the exercise.
- Discuss any elements where the trainer had to intervene.
- Trainers are looking to answer and discuss the following:
  1. Does the PDI understand the weaker areas identified during the test?
  2. Does the PDI understand why they lost marks on the test?
  3. Can the PDI explain how they will continue to develop their weaker areas dung day to day lessons?
  4. How can the PDI develop these areas away from day to day lessons? (IE course, PDI surgeries?)
- Repeat areas of development with PDI based on feedback elicited above.
- Repeat Step 3 for all learning needs identified by the examiner.

### STEP 5: REFLECTION

- Encourage reflection on performance.
- Create an action plan for the PDI to continue working on areas for development, ready for their next point of contact within the training cycle.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**
- **Ensure you also take a photo in-car (Yellow, Green and Orange) pages and uploaded via CRM.**
- **Mark the session complete in CRM.**





# TRAINERS' WORKBOOK



## P3 MODULE 15





## MODULE 15 - TL PRE-TEST 3

### MODULE 15 - TL PRE-TEST 3



#### STEP 1 - RECAP AND IDENTIFY NEEDS

##### EXERCISE 1: REVIEW THE PDI'S WORKBOOK & REVIEW PREVIOUS ACTION PLANS.

##### DISCUSS THE FOLLOWING:

###### Question?

4 hours

Who is the learner?

How many hours of training have they had?

What have they been working on so far today?

What do you intend working on for the rest of the session?

If the PDI needs/wants to ask the trainer or ask them something, how would the PDI want it be done? (In the car or outside the car at a safe place, away from the learner?)

**IMPORTANT:** If the trainer needs to intervene to prevent a safety critical incident, how would the PDI want it be done? (In the car or outside the car at a safe place, away from the learner?)

Are there any particular strengths in the PDI's skill-set they want me to watch?

Are there any particular weaknesses in your the PDI's skill-set they want me to watch?

#### STEP 2: JOB SHARING

Discuss with the PDI how risk will be shared:

- The PDI will take full responsibility for risk and safety and will be expected to Job Share appropriately and use verbal or physical intervention if needed as part of the lesson.
- It is important the trainer watches the session and does not give any help at this stage .
- **HOWEVER**, if the trainer feels they need to intervene to prevent a safety critical incident, they will intervene and elicit feedback as agreed in the discussion in Step 1.
- Encourage the PDI to discuss with their learner your role in this session and the Jobs you are responsible for.

#### STEP 3 - DOING THE JOB - EXERCISE 2

##### EXERCISE 2:

- Use the PDIs workbook to assess the lesson being delivered.
- Make notes based around the 5 step process.
- Set up this exercise as per the previous exercise (ie learner, area, etc...).
- Once the session has finished and the PDI has dropped the learner off, start Step 4.

#### STEP 4: FEEDBACK & ADAPT - EXERCISE 2

- Elicit feedback from the PDI with a conversation about the exercise.
- Discuss any elements where the trainer had to intervene.
- Trainers should discuss the following with their PDI:

1. Discuss how the PDI discussed previous learning with the learner, and identified an appropriate learning need for each '5 Step loop'.
2. Discuss how the PDI broke the task down with their learner in to the 'Jobs', and Job Shared appropriately for each '5 Step loop'.
3. Discuss how the PDI watched the learner and delivered the level of help agreed for each '5 Step loop'.
4. Discuss how the PDI elicited feedback and agreed to adapt the level of help accordingly (in particular regarding any driver error, and skills used ('SAS' etc)) and decided the next Step 1, in each '5 Step loop'.
5. At the end of the mini lesson, discuss how the PDI encouraged the learner to reflect on performance and discuss the next Step 1 for the next 'mini lesson'.

- Repeat areas of development with PDI based on feedback elicited above.
- Points for revision noted in PDI's workbook.



### STEP 3 - DOING THE JOB - EXERCISE 2a

**EXERCISE 2a:**

- The main focus of this Exercise should be to plan the learner's next steps in their training, with the context that their next lesson is the PDI's Part 3 test.
- Use the project notes in the PDI's workbook as a starting point.
- Discuss and confirm:
  - The learner's next learning need;
  - An appropriate structure for their next lesson;
  - What will get done before the examiner gets in the car;
  - How the PDI will recap when the examiner gets in the car;
  - What "Job Share" may be appropriate at that stage;
  - What initial training will occur during the test;
  - What adaptation will be "likely" (In a positive or negative light, depending on the learner's performance).
- Make sure to research this area with the PDI in the instructor's seat so they can get an idea of any particular issues such as closed junctions or faded markings, missing road signs etc.
- Consider the time and day of the test and how this may affect the potential hazards (ie school children, bin trucks etc).
- Discuss and drive the route from the test centre to the training area and back. You may wish to 'time' this.
- Discuss and drive the route to identify areas to use for adapting the lesson to both reduce or increase task

### STEP 4: FEEDBACK & ADAPT

- Elicit feedback from the PDI with a conversation about the exercise.
- Trainers are looking to answer and discuss the following:
  - Does the PDI understand how the lesson structure and training area affect the learning need identified above?
  - Does the PDI understand how to get to and from the test centre?
  - Can the PDI identify areas to pull up?
  - Can the PDI identify areas to adapt the lesson either positively or negatively?
  - Can the PDI plan for pinch point areas around the test centre area (Busy junctions or complex situations that may affect the learner getting to or from another area.)
- Repeat areas of development with PDI based on feedback elicited above.
- Points for revision noted in PDI's workbook.

### STEP 5: REFLECTION

- Encourage reflection on performance.
- Create an action plan for the PDI to continue working on areas for development, ready for their next point of contact within the training cycle.
- **IMPORTANT: Ensure all sections are complete including dates, signatures etc - ORDIT requirement.**
- **Ensure you also take a photo in-car (Yellow, Green and Orange) pages and uploaded via CRM.**
- **Mark the session complete in CRM.**



[training@drivedrivingschool.com](mailto:training@drivedrivingschool.com)

