RSA

The Driving Instructor's Handbook

Údarás Um Shábháilteacht Ar Bhóithre
Road Safety Authority

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FOREWORD

This handbook is timely and important. It's timely because learning to drive in Ireland has undergone unprecedented changes in recent times with the publication of the Learner Driver Training (LDT) and the Approved Driving Instructor (ADI) syllabi and the introduction of Initial Basic Training (IBT) for mopeds and motorbikes and Essential Driver Training (EDT) for learner drivers. It's important because these changes put a premium on the quality of driver training, the ADIs who deliver it and the way we help them to develop.

The role of an ADI is an extremely important one. It can be exciting and rewarding in terms of helping people reach their goals in life. Getting a driving licence can open up new worlds to people in terms of mobility and employment.

One of the key messages in this handbook is the need to develop 'safe and socially responsible drivers'. These drivers are often referred to as 'better safer drivers'. The ADI plays a crucial role in shaping the learner's attitudes and behaviours. To do this, they need to make full use of training, coaching and feedback techniques that are tailored to the individual's learning needs. ADIs also need to help Sponsors to make the best use of practice sessions to help learners get the experience and gain the confidence they need to progress.

Trainers in all industries are now expected to show commitment to personal and professional development - ADIs are no different. They are expected to keep up-to-date with, and adapt to, changes in RSA processes and the Rules of the Road. They are also expected to invest time and effort in the development of their own knowledge and skills. The many references provided here and in the ADI section of the RSA website provide important starting points for this.

This handbook is a professional resource for ADIs, for candidate ADIs (cADIs) and for people who are considering applying to register as an ADI in Ireland. It contains useful information and practical tips to help ADIs provide an effective and professional service to their customers. It draws on international research and best practice guides. We have consulted with ADIs and involved independent experts in reviewing its contents. The result, I believe, is a clear description of what it means to be an ADI in the new learning-to-drive environment. The handbook is now included on the list of recommended reading for those applying for the qualifying examinations to become a registered and Approved Driving Instructor (ADI) in Ireland.

Martin McNulty

Head Of Driver Education

GLOSSARY OF TERMS

APPROVED DRIVING INSTRUCTOR (ADI): ADIs are approved by the Road Safety Authority (RSA) which is the regulatory body for driving and riding instruction in Ireland. They are the only persons allowed to provide instruction *(including Essential Driver Training (EDT) and Initial Basic Training (IBT))* for financial reward.

ADI COMPETENCE FRAMEWORK (ADI FRAMEWORK): The ADI Framework defines what an ADI should be able to do and what they need to know and understand in order to perform the role competently.

ADI EXAMINER: The ADI Examiner carries out the final assessment of a cADI to become an ADI. All ADI Examiners are employed by the RSA.

ADI TRAINER: The ADI Trainer trains a Candidate Approved Driving Instructor (*cADI*) to become an ADI. All ADI Trainers must be approved by the RSA and are the only people authorised to deliver the RSA approved ADI training programme.

ATTITUDES: Attitudes reflect a person's feelings and emotions towards another person or object. They are formed as a result of subjection to an experience. Attitudes lead to a readiness to respond in a predetermined manner.

BEHAVIOURS: The personal style of, or approaches to, driving which demonstrate whether or not someone has safe and socially responsible attitudes.

CANDIDATE APPROVED DRIVING INSTRUCTOR (cADI): A person who has applied for registration as an ADI.

CHECK-TEST: The Road Traffic *(Approved Driving Instructors)* Regulations require ADIs whose names are contained in the register of ADIs to undergo a test of continuing ability to instruct. This test is commonly known as a 'Check-test'.

COMPETENCE: The ability to consistently perform driving and/or teaching activities to the required standard under a specified range of conditions.

DRIVER TESTER: The person who conducts the final practical assessment of learners. The Driver Tester is employed by the RSA.

ESSENTIAL DRIVER TRAINING (EDT): EDT is a mandatory course of 12 one-hour sessions for people learning to drive Category B vehicles. It should be delivered over a six month period, meaning learners must have at least six months' practical experience, in addition to the lessons, before sitting the driving test. The sessions are focused on the most critical driving skills and behaviours.

REDUCED ESSENTIAL DRIVER TRAINING (EDT)

Reduced Essential Driver Training, is a mandatory driver training programme consisting of 6 one hour sessions designed for the holders of a current full valid car (category B) driver licence from a country that does not have a licence exchange agreement with Ireland. Reduced EDT will help you learn some of the most vital driving skills as well as improve your knowledge and understanding of road safety in Ireland.

FORMATIVE ASSESSMENT: This is a reflective process that is designed to promote Learner attainment. Formative assessments by ADIs and learners will normally be a mixture of observations and question and answer techniques. The assessments do not generate a 'pass' or 'fail' decision but provide valuable information to the Learner.

GRADUATED DRIVER LICENSING (GDL) SYSTEM: The GDL system is a programme of staged licensing where driving privileges are gained over time as the learner driver develops their driving skills. It aims to improve road safety awareness among learner drivers by providing them with the opportunity to gain driving experience, skills and maturity.

GOALS FOR DRIVER EDUCATION (GDE) MATRIX: This organises driving behaviour into four hierarchical levels. It stresses the need for learners to be aware of their own personal motivation as well as reflecting on their role as a driver while interacting with other road users and having the necessary ability to drive a vehicle.

INITIAL BASIC TRAINING (IBT): Basic IBT is a mandatory training course of 16 hours broken into four separate modules. It teaches basic riding skills to learner motorcyclists.

KNOWLEDGE AND UNDERSTANDING: Awareness or possession of the facts, concepts, truths and principles of competent driving and teaching including the immediate and long term consequences of unsafe or anti-social driving and the ability to use this knowledge appropriately.

LEARNER: The learner is the individual who is having driving lessons with an ADI. The learner is most likely to be a young *(17–21 years old)* person with little or no driving experience. However, the learner could be an older driver who requests refresher training or a driver with disabilities.

LEARNER DRIVER TRAINING (LDT) COMPETENCE FRAMEWORK: The LDT Competence Framework defines what a learner should be able to do and what they should know and understand in order to drive safely and responsibly.

LDT SYLLABUS: The LDT Syllabus sets out the training, learning and assessment of Category B learners that will help to produce safe and socially responsible drivers for the future. The aim of the LDT Syllabus is to develop competent drivers who are fully engaged in the act of driving safely and responsibly.

MUST: This word is used where there is a legal requirement to be met.

SELF-ANALYSIS: An attempt to study and understand your own personality and quality of performance. It incorporates self-assessment and self-reflection.

SELF-ASSESSMENT: The process by which a person gathers information about their own driving, evaluates the quality of their performance and determines what improvements they need to make.

SELF-REFLECTION: The process by which a person reflects on and critically considers their previous actions, incidents they have been involved in or decisions they have taken.

SKILLS: The abilities required to drive and teach competently, usually gained through training, practice and experience.

SPONSOR: A Sponsor is someone who helps and supports a learner during the learning-to-drive process, for example, by being an accompanying driver during practice drives. The sponsor must be the holder of a valid Category B driving licence for a minimum of two years and should have built up a considerable level of driving experience. They need to accept the responsibility of taking part in the learning process and be able to devote considerable time and effort to the task without any financial reward. The Sponsor must also be someone that the learner feels comfortable with and who sets a good example of safe driving.

SUMMATIVE ASSESSMENT: An assessment undertaken at the end of a period of learning in order to generate a pass or fail decision.

INTRODUCTION

Who is this handbook for?

The publication of this handbook coincides with the introduction of significant changes in the learning-to-drive process in Ireland which have equally significant implications for what is expected from an ADI.

The handbook is aimed primarily at cADIs and people thinking of becoming an ADI. It is designed to support them through the process of becoming an ADI, whether they do this by joining one of the RSA approved training courses or do it on their own.

The handbook should also be of value to ADIs, ADI Trainers, Driver Testers, Sponsors and learners. It explains what is expected of ADIs as demands on them change and their role shifts from that of instructor to trainer-coach in the coming few years.

ADIs are expected to demonstrate and maintain driving skills, knowledge, understanding and behaviours that are consistently better than those of the average safe and socially responsible driver.

It is the responsibility of ADI Trainers and ADIs to keep themselves up-to-date, and continually develop their knowledge and skills. This handbook should make these tasks easier. However, its contents are not intended to be exhaustive and it should be used in conjunction with other professional resources including related publications from the RSA.

What is the purpose of the handbook?

The handbook describes the basic requirements of the ADI role and how these can be met by prospective ADIs, cADIs, ADI Trainers and existing ADIs. It describes the training programme and assessments which must be undertaken and the examinations which must be passed by anyone who wants to become an ADI. It also makes reference to a wide range of other publications and websites of value to the initial and continuing professional development of ADIs.

To be an effective ADI takes more than good driving skills and behaviours. In all walks of life, people who are good at doing things are not always as good at training others to do them. An effective ADI needs to understand the learning process and have a thorough appreciation of the risks associated with driving and how these can be minimised. One of the most crucial roles of the ADI is to shape the attitudes and behaviours of new drivers because these have a substantial bearing on road safety.

This handbook makes frequent reference to the LDT, EDT and IBT Syllabi. It is important that the purpose of these syllabi and the relationship

between them is clearly understood. They are described below:

The LDT Syllabus: Describes the training, learning and assessment that will help to produce safe and socially responsible drivers. It underpins the contents of the EDT Syllabus.

The EDT Syllabus: Describes a programme of mandatory essential training for learners. EDT consists of 12 one-hour sessions focusing on areas in the LDT that have been linked to a high risk of collisions and injuries. Unlike the LDT Syllabus, it is not intended to cover the entire learning-to-drive programme. It requires learners to undertake 12 hours of mandatory training which should be over a period of at least six months and their progress must be recorded in an EDT Learner Logbook.

The IBT Syllabus: Describes a programme of mandatory initial training for motorcyclists. Motorcyclists must complete IBT before they can ride unaccompanied on a public road. It covers the basic riding skills learners need to attain before they can become safe and responsible road users. Basic IBT consists of four modules delivered over 16 hours. As with EDT, the learner's progress must be recorded in an IBT Learner Logbook.

How the handbook is structured?

The handbook has nine chapters, organised in four parts as follows:

Part 1: Becoming an ADI
Part 1 is aimed at people who are considering the ADI role. It provides an overview of the ADI role and the process for becoming fully qualified. It includes Chapter 1: The Role of the ADI and Chapter 2: Becoming an ADI.

Part 2: Driving
Part 2 provides background on driving and the learning-to-drive process for ADIs and cADIs. It contains Chapter 3: Safe and Socially Responsible Drivers and Chapter 4: The Learner.

Part 3: Delivery of Learning
Part 3 discusses the learning-to-drive process and various approaches and methods that can be used to coach and instruct the learner. It covers training delivery, assessments and key roles. It includes Chapter 5: Coaching and Developing the Learner, Chapter 6: The Sponsor and Chapter 7: Assessment.

Part 4: Running a Business
Part 4 covers the range of business administration and customer care skills an ADI will need to consider. This part also has information specifically aimed at ADIs who will be running their own business. It includes Chapter 8: Business Management and Chapter 9: Customer Care.

BECOMING AN ADI

OVERVIEW: This part of the handbook gives a detailed description of what it means to be an ADI, including the key roles and responsibilities and what essential skills a good ADI needs to have. It also describes the RSA ADI three-stage assessment process and the different options for training.

Chapter 1:

The Role of the ADI

Overview: This chapter will help people determine whether they have the qualities and skills needed to be an effective ADI. It gives a detailed description of the key roles and responsibilities held by ADIs and it addresses some common misconceptions. It also explains how the role might impact on your ability to balance your working hours and free time.

1.1 Is the ADI role right for you?

Before you embark on any new career, it makes good sense to find out what you can about what the role involves and the industry in which it operates. This will enable you to make an informed decision about whether it is right for you. People who are well suited to the ADI role find that it is a satisfying and fulfilling career.

1.1.1 Why do people become ADIs?

People who become ADIs typically enjoy driving, want to pass their driving skills and knowledge on to others and get satisfaction from taking learners from beginners to passing their practical driving test. The list below sets out some examples of the range of tasks and activities a typical ADI is likely to carry out on a daily basis:

- Review lesson plans for day;
- Make entries into EDT and IBT Learner Logbooks;
- Schedule lesson routes for the day;
- Carry out lessons with a number of learners with a range of driving abilities;
- Deal with telephone, email and text enquiries;

- Speak with parents and Sponsors;
- Manage customer payments and issue receipts;
- Listen to voicemail messages and return calls;
- Manage future bookings.

The list below sets out some examples of the activities a typical ADI is likely to carry out on a regular basis:

- Submit EDT and IBT Learner Logbook entries and other administrative records to the RSA;
- Keep the training vehicle clean and check that it is in good working order;
- Update the accounts;
- Plan week ahead.

The list below sets out some examples of the activities that a typical ADI might carry out on a monthly basis:

- Attend training events for ADIs;
- Update the Driving School website;
- Renew or change advertisements;
- Review own performance by checking EDT or IBT Learner Logbook entries and getting feedback from colleagues;

- Use the RSA website *(www.rsa.ie)* to find out if there have been any amendments to RSA requirements;

- Review how business is going and its financial plans.

None of these lists is exhaustive but they give a good indication of the range of issues an ADI has to deal with and the skills that they need for the role.

The role of a professional ADI can be rewarding and satisfying, offering opportunities to meet a wide range of people and help them achieve their goals. However, the process of becoming an ADI is challenging and not always straightforward. It requires both financial and personal commitment. It is essential that before embarking on an ADI training course or undertaking any ADI assessments, you fully understand what the ADI role involves on a day-to-day basis and the sorts of demands that are placed on an ADI by learners, Sponsors, the RSA and the driving instruction industry.

The following sections explain the main aspects of the role including working hours, key skills, knowledge and understanding, temperament and availability of work. This is followed by a suitability questionnaire *(in Section 1.1.7)* which you can use to check if you are the right sort of person to become an ADI.

1.1.2 ADI working hours
To some extent, if you are self-employed or part of a franchise, you can choose the hours you work. The ADI role can offer flexible working arrangements which can be ideal for people with young families or other commitments

outside of work *(for more information on working arrangements see Section 1.3)*. However, you are often constrained by the times when learners choose to take lessons and should be prepared to work unsociable hours, in the evenings or at weekends. The work can be seasonal, with the summer tending to be busier than the winter. Many ADIs work longer hours during the busy times of the year to compensate for the quieter times and this can make it difficult to take a summer holiday.

Many learners cancel their lessons at the last minute which can lead to lesson fees being lost. Good ADIs will have a cancellation policy in place and will make the terms and conditions of the policy clear to learners during their first lesson. Some ADIs ask for lessons to be paid for in advance as this can reduce the number of last minute cancellations.

ADIs need to be flexible about the hours they work and be prepared for last minute changes in their schedule or late cancellations. This includes putting systems in place to reduce the likelihood of cancellations and setting standard terms and conditions which secure lesson fees.

1.1.3 Characteristics of an ADI
Being an ADI is not just about being a good driver and enjoying driving. The main purpose of the role is to pass on driving skills, good behaviours and knowledge. A good ADI will be enthusiastic about finding new ways of doing this and supporting the learner. So you will need to have the teaching skills, driving knowledge, patience and understanding required to explain driving principles and techniques and

rules and regulations to learners with different abilities and needs.

In order to become an ADI and acquire the appropriate technical knowledge and skills, you must pass the RSA three-stage ADI assessment process. This assesses knowledge of the theory of driving, driver testing procedures, vehicle mechanics and maintenance, road safety, pedagogy *(the 'science of teaching')*, Rules of the Road, practical driving skills and driving instruction skills. The process has been designed to make sure that the individual has the necessary theoretical and practical driving and instruction skills to be an ADI. It also ensures that the ADI can provide quality instruction to a range of learners with varying requirements and also to drivers with full licences who wish to undertake further instruction. After they have qualified, ADIs need to keep up-to-date with changes in the industry, the regulations and training and assessment techniques.

1.1.4 Tailoring the learning environment

The ADI role involves meeting a wide range of people from a variety of backgrounds, of different ages and with varying levels of driving experience. An ADI should be able to create an effective learning environment for all learners and behave in a friendly and approachable manner, without bias.

All learners will be different – for example, some might be anxious or need more time to learn certain tasks and skills. The ADI needs to be calm and patient with learners and be prepared to repeat instructions and, in some cases, practise tasks over and over again. ADIs need to be able to adjust the way they train to suit the

needs of the individual. This might mean trying different approaches if it is clear that the learner is having difficulties.

1.1.5 Work and reputation

Usually, more than one ADI operates in the same area and so they will be competing for business. The ADI's most important asset is their reputation - their success relies heavily on word-of-mouth recommendations. Satisfied learners tend to recommend their ADI to friends and family for many years after they have qualified and so the best way to market your business will be through providing good customer service and value for money.

A successful ADI will take the time and make the extra effort needed to keep learners and Sponsors satisfied. This starts with how you present yourself and your vehicle which should always be clean and tidy and have the name of the Driving School and contact details clearly displayed. Using your phone or eating or drinking during a lesson could put a learner off and act as a barrier to effective learning.

1.1.6 Managing the learner's expectations

Not all learners will drive cautiously and many will only be interested in completing their EDT or IBT sessions and taking their practical driving tests as soon as possible. Some may be quite aggressive in their driving and could become frustrated in driving situations such as following slow moving traffic.

It is the ADI's responsibility to advise learners when they are ready to take their practical driving test. (First-time learner permit holders (in certain categories) **must wait six months** after the date of issue of the particular

licence category before they can sit their driving test.) An ADI should not allow a learner to take the test before they are ready, even if the learner puts pressure on you to do so. If you do this, it could reflect badly on your reputation as well as knock the confidence of a learner who fails the assessment.

An ADI must always have the safety and well-being of the learner in mind, particularly in the early stages of the learning-to-drive process. ADIs are responsible for the safety of the learner and need to build the learner's confidence and shape their attitudes and behaviours by designing lesson plans which feature appropriate driving situations and routes. It is part of the ADI role to instil safe and socially responsible attitudes into learners at all levels of driving ability.

ADIs should support learners during the learning-to-drive process and encourage them to take control of their own learning and accept responsibility for their own behaviour.

1.1.7 Assessing your suitability for the ADI role

The following questions *(see Table 1)* have been designed to help you decide whether you have the personal skills and qualities needed to be an ADI. They are based on the information given in the early sections of this chapter. Training to become an ADI is costly and time consuming, so be honest with yourself when answering the questions. The drop out and failure rates make it clear that not everyone is suited to the ADI role. The questionnaire consists of 11 statements. Use the boxes provided to indicate whether you think each statement is true, false or if you are not sure. Only mark one box for each statement.

Table 1: *Suitability assessment*

STATEMENT	TRUE	UNSURE	FALSE
1. I am flexible and able to deal with last minute changes	☐	☐	☐
2. I am patient and understanding	☐	☐	☐
3. I enjoy reading about driving and driving instruction	☐	☐	☐
4. I am able to talk to almost anyone	☐	☐	☐
5. I am a good listener	☐	☐	☐
6. I enjoy driving	☐	☐	☐
7. I have good powers of observation	☐	☐	☐
8. I am empathetic	☐	☐	☐
9. I am interested in developing my own driving skills	☐	☐	☐
10. I enjoy meeting new people	☐	☐	☐
11. I am comfortable with basic IT skills necessary for uploading EDT/IBT student records	☐	☐	☐
TOTALS			

1.1.8 Interpreting the results

Count the total number of 'true', 'false' and 'unsure' responses you gave. If you said 'true' to five or more statements, this indicates that you are well suited to the ADI role. If you said 'false' to four or more statements, this indicates that you are probably not well suited to the ADI role. If you said 'unsure' to four or more statements or have an equal balance of 'true' and 'false' responses, this indicates that you need to do more research into what the role involves before committing to becoming an ADI.

1.2 The driving instruction industry

Driving instruction in Ireland is regulated by the RSA which sets standards for instruction and checks whether learners and ADIs have met these standards. cADIs who meet these standards become ADIs. The ADI industry in Ireland consists of a large number of self-employed sole traders and a smaller number of larger companies which operate franchises.

Regulations drawn up under the Road Traffic Act 1968 provide the legal framework for driving instruction. They state that any person 'giving driving instruction for hire or reward' must have his/her name entered on the RSA register of ADIs. The ADI register is maintained by the RSA and holds details of all ADIs. There are approximately 1,800 ADIs working in Ireland. Before an ADI's name can be added to the register:

- The Registrar must be satisfied that the cADI is a person of good repute

- The cADI must have passed the three-stage ADI assessment process consisting of ADI driving theory, ADI practical driving skills and an instruction ability test *(see Chapter 2 for information on the three-stage ADI assessment process)*;

- The cADI must be tax-compliant and in possession of a tax clearance certificate;

- The cADI must have held a full driving licence for a minimum of two years in the category for which instruction is to be delivered.

In assessing whether a person is of good repute, the Registrar will make any necessary enquiries with An Garda Síochána. Anyone applying to become an ADI must make a declaration of any conviction relating to a serious offence such as murder or manslaughter or an offence that would cause their name to be on the sex-offenders register. Once registered with the RSA, an ADI will be check-tested periodically to ensure that the prescribed standard is maintained. *(See the RSA guide to check-tests which is available on the RSA website.)*

1.2.1 ADI voluntary code of practice

The ADI voluntary code of practice was developed jointly by the RSA and the ADI Stakeholder Forum. Although the RSA stresses that the contents of the code of practice are advisory, a good ADI will want to meet its requirements. The code of practice has been designed as a tool for reminding ADIs of the need to maintain 'ongoing fitness' to be on the register of ADIs. It sets out the standards that learners should reasonably expect their ADIs to meet.

All ADIs who sign up to the Voluntary Code of Practice will have the Q-Mark added to their ADI web address on the RSA website.

These fall under three main headings:

- Section 1: Personal Conduct
- Section 2: Business Conduct
- Section 3: Lesson Structure

The main points of the code of practice are outlined below *(see the RSA website for the full version)*.

1.2.1.1 Section 1: personal conduct

ADIs should behave in a professional manner at all times. They should be mindful of the cleanliness of their training vehicle, their own personal hygiene and the appropriateness of their physical contact with the learner. They should give the learner their undivided attention, for example, by not using hands-free or Bluetooth devices during lessons *(see the RSA publication 'Mobile Phones and Driving' for further information, available on the RSA website)*. The importance of the ADI's training vehicle being a place of work is highlighted as is the applicability of the no-smoking regulations.

1.2.1.2 Section 2: business conduct

ADIs should be aware of the operational issues that are related to providing a service to members of the public. This includes keeping up-to-date with legal requirements, financial dealings, branding and dealing with complaints. It is good practice for an ADI to publish their terms and conditions and make sure all new learners understand them.

Tip: By doing this, you will almost certainly reduce the number of complaints made directly to you or about you to the RSA.

1.2.1.3 Section 3: Lesson structure

Each lesson should be prepared before the session begins and broadly follow a structure based on the competencies outlined in the RSA ADI check-test report. The lesson should be structured so that it has a beginning, middle and an end. The following is also very important:

- The lesson should be conducted in a courteous manner;

- The ADI should be well prepared for each lesson before the session begins, including having designed a lesson plan;

- The ADI should state the lesson objectives at the beginning of the session;

- Faults in a learner's driving should be identified, analysed and corrected in a safe and timely manner;

- Feedback for any piece of changeable behaviour should be given in a balanced, timely, effective, and supportive manner;

- ADIs are responsible for providing information that is accurate, up-to-date and otherwise suitable to the individual learner's needs;

- All directions should be given clearly and in good time while showing a concern for the safety of all road users;

- A complete wrap-up should be carried out at the end of each lesson;

- The vehicle used should be clean, fit for purpose, and carry safety equipment and learning supports;

- ADIs should keep proper records covering their activities and make entries on relevant EDT/IBT Learner Logbooks, appointment cards, certificates of completion *(IBT only)* as required to do so.

1.3 Working as an ADI

There are many ways of working as an ADI. For example, you can be self-employed, work for a national Driving School or work for a regional Driving School. There are pros and cons to all three options. Before becoming an ADI, you should consider which would suit you best.

1.3.1 Being self-employed

Being a self-employed ADI gives you control over your working hours, the learners you take on, the areas you work in, what to charge and the general day-to-day running of your business. On the other hand, it means you will be responsible for finding customers, administration, accounting and tax.

1.3.2 Working for a national or regional Driving School

Typically, if you work for a national or regional Driving School you may get customers without having to advertise, you are provided with a training vehicle and you are not responsible for keeping detailed business records.

There are a number of different arrangements you might work under. These include working as part of a franchise or on a commission-based contract. Before you enter into any contract, you should be clear about the terms and conditions being offered.

ADIs operating as part of a franchise usually pay a fixed weekly or monthly fee to the franchise holder. They pay this no matter how many hours they work and there may not be a guarantee of regular work. Again, any ADI who is thinking of entering this kind of agreement needs to pay careful attention to the terms and conditions of the contract.

A commission-based contract may require you to pay a set fee for each lesson you deliver or a fee based on the number of hours you have worked. It is unlikely that you will be provided with a training vehicle. Under this form of contract, you should seek to agree a minimum retainer.

Tip: Before applying for a job or enrolling on an ADI training programme, you should research the employing or training organisation and read its terms and conditions very carefully, especially if you are required to pay a retainer or fee.

Important

The RSA strongly advises anyone considering training to become an ADI to undertake research about the potential market in their location and to satisfy themselves that there is a viable market for them.

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Chapter 2:

Becoming an ADI

Overview: This chapter sets out how to become a fully qualified ADI. It outlines the RSA three-stage ADI assessment process, the RSA approved ADI training course and the terms and conditions for exemptions and recognition of existing qualifications. It focuses on the things you should consider when choosing an ADI training provider and/or a training course and what you should expect these courses to offer. The chapter goes on to discuss the need for you to maintain your own competence as a driving instructor, including the RSA check-tests. It looks at strategies for undertaking Continuing Professional Development (CPD) and possible areas for development.

2.1 Ways of becoming an ADI

There are three ways to become a fully qualified ADI:

- Undertake and pass the RSA three-stage ADI assessment process;

- Demonstrate that you already have qualifications to meet the required standard;

- A mixture of the above.

This section looks at the RSA three-stage ADI assessment process in detail and explains what to expect when undertaking each stage. It then goes on to look at possible exemptions that can be given and what other types of qualification might be accepted.

2.1.1 Pre-requisites to becoming an ADI

Before committing to any training or assessments, candidate ADIs should first ensure that they are a suitable candidate for the role (*see Chapter 1, Section 1.1*). Anyone thinking about undertaking ADI training and/or assessments will first need to demonstrate that they meet the following requirements:

- Hold a full driving licence for at least two years for the category of vehicle in which instruction is to be delivered;

- Be tax compliant and in possession of a tax clearance certificate;

- Have met the 'person of good repute' criteria;

- Have a PPS number.

You are advised not to sign up for ADI training or assessments until these requirements are verified. This is to avoid incurring any unnecessary costs in the event that your application for registration is rejected for failing to meet these requirements.

> **Tip:** For more information on becoming an ADI, log on to the RSA website to download an ADI information zip pack.

2.1.2 ADI legal requirements

Before you can work as an ADI, it is essential to have met the following legal requirements:

- You must have an up-to-date ADI licence;

- Your vehicle must be taxed, insured and National Car Test (*NCT*) certified *(if necessary)* with required discs on display and Commercial Vehicle Road worthiness Test (CVRT) if required;

- Your Driving School vehicle must have dual controls fitted *(except motorcycles)*;

- Your vehicle must display regulation L-plates *(front and rear)* at all times while you are carrying out driving lessons. The letter 'L' should be at least 15cm high and appear as red on a white background, in clearly visible vertical positions to the front and rear of the vehicle;

- Your vehicle must comply with requirements for representative vehicles for the driving test *(see Appendix A);*

- You need to check that all your learners have an up to date learner permit.

Driving instructors who are not registered with the RSA as ADIs face a fine of up to €2,000 or six months' imprisonment or both if convicted in a court of providing lessons for reward. Until you have received your full ADI permit, you cannot advertise your services or practise as a driving instructor. These regulations are intended to assure the quality and skills of driving instructors across the country.

2.1.2.1 ADI vehicle requirements
A vehicle that is used for driving instruction will be subject to greater stress and therefore will incur more

wear and tear than a vehicle in normal usage.

Vehicles owned and operated by Driving Schools are subject to the same roadworthiness restrictions as any other vehicle *(for example, NCT)*. All Driving School vehicles, apart from motorcycles, are required to have dual controls fitted *(the fixture and use of dual controls is covered in more detail in Chapter 8)*. The RSA advises that driving instruction vehicles should also carry a basic first aid kit, fluorescent jackets, a collision warning triangle and a fire extinguisher.

2.1.2.2 ADI insurance requirements
Users of motor vehicles must be insured with an authorised insurer against third party risks. The cover must include compensation in respect of death, injury to another person and also the cost of any emergency medical treatment. You should check the need for and, if necessary, put in place Professional Indemnity and/or Public Liability Insurance. More information about the insurance options you have as an ADI can be found in Chapter 8.

2.1.3 The ADI assessment process
Once the Registrar is satisfied that the cADI is a person of good repute *(see criteria in Chapter 1, Section 1.2),* the cADI proceeds to Stage 1 of the process. To become a fully qualified ADI, cADIs have to complete all three stages successfully. Be aware that you need to progress on to the next stage in the process within 6 months of the date you completed the previous stage. To become an ADI, you must pass Stage 3 within two years of passing Stage 1.

Table 2: *The RSA three-stage ADI assessment process*

STAGE	ASSESSMENT
1: ADI driving theory	Computer based multiple choice assessment
2: ADI practical driving skills	Practical driving assessment
3: ADI practical driving instruction	Practical instruction assessment

A description of what is expected from the cADI at each stage is given below:

2.1.4 Stage 1: ADI driving theory

An ADI is expected to have better knowledge and understanding of driving theory than an average safe and socially responsible driver.

As shown in the table below, the ADI driving theory test consists of four sets of core multiple-choice questions, 80 questions in total, and five sets of 20 opt-in category specific questions. See Table 3 below:

Table 3: *Structure of ADI Driving Theory Test*

THEORY TEST	NUMBER OF QUESTIONS	PASS MARK	%
Core Questions			
Driver Testing Procedures and Documentation	20	14	70%
Road Safety Precepts and Practices	25	18	72%
Pedagogy – Teaching Ability	15	9	60%
Basic Mechanics and Maintenance of Vehicles	20	14	70%
Category Specific			
Each Category	20	14	70%

Questions cover driver testing procedures and documentation, road safety precepts and practices, pedagogy, the driving of relevant vehicles and basic mechanics and maintenance of vehicles.

The ADI Driving Theory Test must be passed before undertaking Stage 2 of the ADI assessment process.

2.1.5 Stage 2: ADI practical driving skills

After passing Stage 1 of the assessment process, a cADI can apply for Stage 2. This is a test of the ability to drive safely and responsibly which lasts for about an hour and covers up to 30 kilometres.

The test of ADI practical driving skills is based on an assessment against the

contents of Role 1 'Drive Competently' in the ADI competence framework *(see Section 3.2.1 for more information on the ADI competence framework)*. cADIs in other licence categories will have their practical driving skills assessed against other relevant competence frameworks. During the ADI practical driving skills test, you will be assessed on a range of driving skills including your ability to move off, drive in a variety of traffic situations, stop and reverse around a corner, park, perform a turnabout, start on a hill and perform an emergency stop. To see the full range of skills assessed during the ADI practical driving skills test visit the RSA website.

As a guide, using a broadly similar format to the existing driver testing marking sheet, a cADI will fail if they incur a single dangerous or potentially dangerous fault, three or more driving faults for a single aspect or five or more driving faults overall.

2.1.6 Stage 3: Driving instruction

Once Stages 1 and 2 have been passed, cADIs can apply to take the Stage 3 Driving Instruction test. In Stage 3, the cADI is assessed on their ability to instruct a learner at different stages of the learning-to-drive process. The cADI has to deliver training to a learner with very little driving experience and then to a more experienced learner. They will be assessed in their application of theory and instruction in a teaching role.

To pass the Stage 3 assessment, the cADI must score a minimum of 60 marks. Marks are awarded by demonstrating competence in 38 areas

(see Stage 3 marking sheet, available from the RSA website, for a full list of competencies), 16 of which are core competencies and must be demonstrated during either or both phases of the test. The 16 core competencies of the cADI are listed below:

1. **Introduces and conducts lesson in a courteous and friendly manner;**

2. **Clearly states lesson subject and sub-skills;**

3. **Covers sub-skills in lessons;**

4. **Level of instruction suitable for each stage of learning;**

5. **Uses range of techniques as required;**

6. **Identifies faults demonstrated;**

7. **Provides safe analysis of faults at appropriate level;**

8. **Provides remedial instruction in a timely manner;**

9. **Feedback relates to one piece of changeable behaviour at a time;**

10. **Provides balanced and appropriate feedback;**

11. **Information is accurate and up to date;**

12. **Provides necessary and relevant information;**

13. **Controls lesson appropriately;**

14. **Demonstrates a concern for safety and customer care;**

15. **Provides lesson wrap-up *(eg. summary, assessment, next lesson)*;**

16. **Gives correct, factual and safe guidelines and information.**

2.1.7 Assessment of ADIs in other categories

ADIs who want to offer training in more than one category of vehicle have to undertake category specific assessments in ADI driving theory *(Stage 1)* and ADI practical driving skills assessments *(Stage 2)*. Once an ADI has passed a Stage 3 assessment, they are not required to undertake further Stage 3 assessments for any other category of vehicle they wish to instruct in.

2.1.8 Exemptions

A cADI must pass each stage of the ADI three-stage assessment process before they can progress to the next stage. Exemptions can be given at each stage to cADIs who meet the ADI standard through the possession of qualifications recognised by the RSA – for example, qualifications issued by its counterparts in other countries. See Table 4 for an example of some of the qualifications accepted for exemption.

Table 4: *Possible exemptions from the RSA three-stage ADI assessment process*

Qualification	Exemption agreed for:		
	Stage 1	Stage 2	Stage 3
NUI CERT in Training & Continuing Education	No	No	Yes
NUI Dip in Training & Continuing Education	No	No	Yes
NUI Degree in Training & Continuing Education	No	No	Yes
DSA (GB) ADI Licence (Category B only)	No	Yes	Yes
DVA (NI) ADI Licence (Category B only)	No	Yes	Yes
RoSPA Dip in Driving Instruction	No	No	Yes
CILT CERT in Driving Instruction	No	No	Yes
German Mastercraftsman in Training	No	No	Yes
Garda Car Course	No	Yes	No
Garda Bike Course	No	Yes	No

(For more information on the route to becoming an ADI see The Approved Driving Instructor: Information Booklet, published by the RSA.)

2.1.9 Registration

Candidates who successfully complete the three stages of the ADI assessment process should apply to become registered as an ADI and receive a permit and certificate from the RSA within six months of passing their Stage 3 driving instruction test. The permit will include their name, registration expiry date, their ADI number and photograph. It must be displayed in a prominent place in the training vehicle when they are giving instruction.

ADIs are required to pass a check-test to demonstrate that they are maintaining the expected standard and must renew their registration every two years. *(See Section 2.3 for more information on check-tests and maintaining competence as an ADI.)*

The Registrar can decide to remove an ADI from the register if the ADI does not continue to meet the necessary criteria. There is a right of appeal to the Registrar.

The RSA maintains an online database of ADIs for public access. The database includes ADI names, ADI registration numbers, category of licence for teaching, business addresses and expiry dates of ADI registrations. The RSA will provide you with a form that you should complete for this purpose. The same form needs to be used any time you seek to change details of your registration on the RSA website.

2.1.10 What if you are unsuccessful in any stage of the assessment process?
The chances of passing all three stages of the ADI assessment are greatly improved by undertaking an RSA approved ADI training programme. *(See Section 2.2 for details on the RSA approved ADI training programme.)*

If you are not successful in passing any stage of the ADI assessment process, you will receive a further application form together with a report on your performance during the test.

You will need to reapply for the appropriate stage again and submit a further fee.

Failure to complete all three stages of the qualifying assessments within a two year period means that you will need to go back and start Stage 1 again.

> **Tip:** Leave yourself plenty of time to complete the RSA ADI three-stage assessment process as delays may occur, and if you do not complete all three stages within the two year period, you will be obliged to commence the entire process from the beginning.

2.1.11 Registration for more than one vehicle category
If you are thinking of applying for multiple categories, you should inform the RSA before you do so and it will advise you on the most efficient way of proceeding.

2.2 The RSA approved ADI training programme

It is not compulsory to participate in formal training before undertaking any part of the RSA three-stage assessment process. Any person wishing to become an ADI can apply directly for each stage of the test. However, the RSA strongly recommends that all cADIs should participate in an RSA approved ADI training programme, delivered by RSA approved training providers. *(A list of all RSA approved training providers can be found on the RSA website.)*

The RSA ADI training programme consists of eight modules designed to equip cADIs with the practical skills and knowledge they will need to help learners become safe and socially responsible drivers. The training is organised around the three-stage assessment process, which greatly increases the chance of passing the assessments. *(For more information on the RSA ADI training programme, go to the RSA website.)*

Module 1 is an introduction to the ADI Training Syllabus and the role of the ADI. It is designed to help cADIs understand more about becoming an ADI. Modules 2 and 3 look at the ADI's skills and knowledge of driving. Modules 4–7 focus on instructional skills and Module 8 covers business skills.

The ADI training programme is delivered through classroom and practical sessions.

2.2.1 Module 1: The role of an ADI

Module 1 gives an introduction to the training programme. It introduces the role of the ADI and the contents of the ADI Training Syllabus. It provides background information on the ADI profession and sets out the context for the content, delivery and assessment requirements of the ADI Training Syllabus. It reinforces the importance of the ADI role in developing safe and socially responsible drivers and explains how the LDT, EDT and IBT Syllabi underpin the learning-to-drive process. In addition, it sets out requirements for CPD and suggests where ADIs can find information and ongoing support.

Tip: We strongly recommend that you specifically attend Module 1 to ensure you are a good candidate for the ADI role and that it will suit you. It may be very costly to learn later on that this is not the case.

2.2.2 Module 2: ADI driving theory

Module 2 provides cADIs with the additional knowledge and understanding of driving theory expected of ADIs. It focuses on areas where a cADI needs additional knowledge and understanding in order to explain why a certain rule or regulation applies or why a particular driving style is recommended.

2.2.3 Module 3: ADI practical driving skills

This module sets out to improve practical driving skills. The cADI participates in a 45 minute drive on a complex route with an RSA approved training provider trainer. This helps to identify areas that the cADI needs to focus on during the driving skills session. The cADI receives an assessment report which can be used to monitor progress made during the module. cADIs then receive training to address any weaknesses found in the assessment and deal with the additional competencies they will require as a cADI, such as motorway driving, towing a trailer and using dual controls.

2.2.4 Module 4: Design and prepare training

Module 4 addresses how to design and tailor lesson plans to meet the needs of individual learners. It covers principles of design, the role of assessment, judging progress and route planning and how best to use learning materials to support the learning-to-drive process, including EDT or IBT sessions.

On completing the module, the cADI should be capable of setting appropriate learning objectives based on the needs and experiences of individual learners, scheduling learning activities and planning appropriate driving routes to meet these objectives.

2.2.5 Module 5: Deliver training

Module 5 describes how to train learners. It introduces the importance of creating an open and professional learning environment and how this needs to be developed from the first lesson. The module covers training techniques that should be used with learners such as instruction, demonstration and ongoing monitoring of driving performance. The module sets out the requirements for giving good quality feedback to learners and equips the cADI with the skills needed to support the learner in their practical driving test.

2.2.6 Module 6: Support the learner

Module 6 explains how the cADI should support the learner through all stages of the learning-to-drive process. This module covers how to support and encourage the learner outside of formal lessons with their ADI and advise the learner on additional material that could be used to support their learning. It covers the ways in which the ADI can encourage the Sponsor *(Category B vehicles only)* to be actively involved in delivering the learning programme and prepare the learner for their practical driving test.

2.2.7 Module 7: Evaluate and improve training

Module 7 covers how to evaluate and improve on the content and delivery of driver training and how to improve lesson plans and lesson delivery. It encourages cADIs to improve their own performance and suggests relevant CPD activities.

2.2.8 Module 8: Delivering a good service

Module 8 provides the cADI with advice on everyday business tasks and issues related to their profession. It covers the selection of an appropriate vehicle, keeping learner and business records, updating IBT or EDT Learner Logbooks, as well as making returns to the RSA. The module explains the importance of providing good customer care and a value for money service.

On completion of Module 8, the ADI should be capable of keeping accurate and up-to-date records, carrying out basic health and safety risk assessments and applying the principles of good customer care.

Details of the training modules are summarised in Table 5.

Table 5: *The RSA approved ADI training programme*

MODULE	TITLE	SECTION
1	**THE ROLE OF AN ADI** Introducing the syllabus and the ADI role	*1.1 The driving instruction industry in Ireland* *1.2 Training and assessment* *1.3 The ADI code of practice* *1.4 Developing safe and responsible drivers* *1.5 Continuing Professional Development (CPD)* *1.6 Support available to the ADI*
2	**ADI DRIVING THEORY** Driving theory and its application	*2.1 Introducing ADI driver theory* *2.2 Additional ADI knowledge and understanding* *2.3 Common driving faults*
3	**ADI PRACTICAL DRIVING SKILLS** Developing driving skills	*3.1 Introducing ADI driving skills* *3.2 Additional ADI driving skills*
4	**DESIGN AND PREPARE TRAINING** Designing the overall learning programme and lesson plans including EDT IBT sessions	*4.1 The learner* *4.2 Designing the overall learning programme* *4.3 Developing individual lesson plans* *4.4 Selecting appropriate learning materials* *4.5 Route planning*

MODULE	TITLE	SECTION
5	**DELIVER TRAINING** Delivering the learning programme including EDT sessions and completing IBT or EDT Learner Logbooks	*5.1 Setting the learning environment* *5.2 Giving appropriate information* *5.3 Choosing appropriate training techniques* *5.4 Evaluating and assessing learner driving performance* *5.5 Taking corrective actions* *5.6 Giving meaningful feedback*
6	**SUPPORT THE LEARNER** Supporting the learner during the learning programme	*6.1 Encouraging the learner* *6.2 Integrating Sponsors* *6.3 Preparing for final assessment*
7	**EVALUATE AND IMPROVE TRAINING** Reviewing and improving lesson plans and performance	*7.1 Reviewing and updating lesson plans* *7.2 Evaluating own performance* *7.3 Keeping up to date with changes* *7.4 Continuing Professional Development (CPD)*
8	**DELIVERING A GOOD SERVICE** Record keeping, health and safety and customer care	*8.1 Learner vehicle requirements* *8.2 Record keeping* *8.3 Managing health and safety* *8.4 Customer care*

2.2.9 Choosing a training provider

The RSA strongly recommends that all cADIs should undertake an RSA approved ADI training programme. This is the most effective way of acquiring the skills and knowledge needed to be an ADI and specifically prepares the cADI for the RSA three-stage ADI assessment process which leads to the ADI qualification.

Only training providers that have been approved by the RSA can deliver the approved syllabus for ADIs. However, training programmes are being offered by non-approved training providers. Therefore, you need to be careful when choosing a training provider and should always confirm whether or not the training provider is RSA approved before handing over any money.

This section provides guidance on how to choose an appropriate training provider and the questions you should be asking the provider and yourself at this stage.

Before signing up for a training programme, you should be sure about what it covers, the cost, timescales and the standard of the trainers. Ask plenty of questions to ensure you are getting good value for money. When choosing a training provider you should consider the following:

- Is the training provider on the RSA's register of approved training providers?

- What modules of the ADI Training Syllabus does the training provider deliver?

- What does the training programme include and does this cover everything in the ADI Training Syllabus?

- How long will the training take?

- Is the training delivered at times convenient to you?

- For Modules 3 and 5, will the training be one-to-one?

- Does one-to-one training cost more?

- Whose vehicle will you be using during the training?

- How much does the training programme cost?

- Can you pay on a lesson-by-lesson basis or do you have to pay fees in advance?

- If advance payment is required, how much?

- Do you have to pay for the whole training programme or can you pay for each part at a time, as you pass the assessments?

- Is there a refund policy if for reasons beyond your control you cannot finish the course?

- Is there a non-refundable administration charge? If so, how much is it?

- Are all terms and conditions written into the contract?

(Source: Crane, C., and Pearson, P. (2009)

> **Tip:** Ask other ADIs for recommendations on training providers. Benefiting from someone else's experience could save you time and unnecessary expense.

Many training providers ask for payment in advance of the programme. A better way to pay for your training is to pay for each part of the programme individually and only pay for the next part of the programme when you have successfully completed the previous one.

Before signing any contracts, be aware of the small print. It may state that if, for some reason, you are unable to start the programme or are unable to attend parts of it, you will not be eligible for a refund. Also, it is not unusual to find that a non-refundable portion of the fee is for administration. Check out how big this part of the fee is and decide if you consider it to be a fair payment.

2.2.10 The Trainee Licence
The RSA Trainee Licence scheme provides cADIs with the opportunity to develop their training skills in preparation for the Stage 3 driving instruction assessment. It allows cADIs coming into the driver training industry to practise in real training situations whilst being mentored by a fully accredited ADI.

A cADI must have passed both the ADI driving theory *(Stage 1)* and ADI practical driving skills *(Stage 2)* assessments to gain a trainee licence, which can be held for a maximum of six months. The trainee licence is subject to the following conditions:

- The applicant has not previously held a trainee licence;

- An RSA Registered ADI has agreed to sponsor and supervise the cADI throughout the scheme;

- The holder must have completed at least 20 hours of supervised training *(information on what this should cover is on the RSA website)*;

- The supervised lessons will follow the RSA syllabus of learning and practice;

- The sponsoring ADI will keep a training record of all training given under his/her supervision;

- The sponsoring ADI must only have one trainee under his/her supervision for the duration of the trainee licence.

A minimum of 20% of the training given by a trainee licence holder must be under the direct supervision of the sponsoring ADI. The trainee licence must be displayed clearly in the vehicle during all training lessons, whether or not the trainee is being supervised at the time.

At the end of the six month period of the trainee licence, the licence must be returned to the RSA, together with the training record. *(For more information on the RSA Trainee Licence scheme refer to the RSA website.)*

2.3 Self development

2.3.1 Continuing Professional Development (CPD)
Most organisations that issue professional qualifications require the people who hold these qualifications to maintain and update their skills, often according to the rules of specific CPD schemes.

The RSA conducts regular check-tests to ensure that all ADIs are maintaining their skills over time and to provide feedback on their performance. The level of competence that needs to be demonstrated in order to attain the ADI qualification is the minimum required to enable driving to be taught professionally. This is why the RSA recommends that ADIs should seek CPD opportunities to update their professional knowledge and improve their skills throughout their working lives.

Being able to demonstrate that you are active in CPD can be a useful marketing point and sales advantage for your business. It shows a commitment to providing your customers with the best possible service. It will also help you retain your credibility within the profession.

It is not enough simply to keep up-to-date with changes in the learning-to-drive process and the law. You should be seeking to improve your interpersonal and customer care skills and your training and coaching techniques.

2.3.2 Planning your CPD

To get best value from your CPD activities you need to plan them. The first thing you should do is set your objectives in a Personal Development Plan *(see Appendix H)*. These might include:

- Updating your teaching or driving skills and knowledge;

- Researching new vehicles for your business;

- Developing your selling and/or customer care skills;

- Researching best practice driver training approaches;

- Developing specialist skills, for example, teaching people with disabilities.

The objectives you set yourself should be specific to your needs. For example, updating your teaching skills might, in your case, be learning how to encourage and make use of learner self-analysis or how to match coaching techniques to different learning styles. Over time, your CPD objectives should cover the full range of competencies required by modern ADIs and, where possible, your CPD objectives should also be measurable. Set yourself timescales and, if appropriate, set yourself targets for what you want to achieve by way of additional qualifications.

CPD does not necessarily involve attending training courses. It can be done through networking with other ADIs, getting involved in relevant organisations, e-learning, internet research or attending conferences. Self-analysis, whether self-reflection or self-assessment, should also play an important role in your development, particularly as these are skills you may be seeking to impart to learners.

Whatever form it takes, it is important to keep a record of what you do. Records should include information on:

- The type of activity;

- Total hours;

- Area of competence;

- How what you learned has been applied to real-life situations;

- The impact what you have learned has had on your career or business.

It is advisable to join a local and/or national association of ADIs or network with other ADIs to keep informed of CPD opportunities. These include organisations specialising in road safety, driving instruction, learning-to-drive or professional training.

2.3.3 Check-tests

All registered ADIs have to undergo regular check-tests.

The first check-test you undertake is just for your benefit. This is referred to as an Information Check Test. It does not result in a formal assessment of your performance. Instead, the ADI Examiner will offer feedback to help you improve the quality of your approach to driver training.

All the other check-tests you undertake will be formal and your performance will be assessed and the result will be recorded. If your score is found to be at or above the requirements of continuing ADI registration, then your full ADI permit will be renewed upon application when it falls due. If, however, your performance is assessed as less than satisfactory, a second check-test will be arranged in four to eight weeks' time. This should give you enough time to address the performance issues highlighted in the previous check-test. If you do not display the required competencies during the second check-test you will be invited to a third and final check-test conducted by a supervisor ADI examiner.

If the required competencies are still not evidenced then steps will be taken to remove your name from the register.

The best way to prepare for a check-test is to revisit study material and/or attend a refresher course with an approved RSA Training Provider. You could also contact your ADI Examiner if you require any further information on the check-test. *(For more details see the RSA publication, Guide to Check-tests, which is available on the RSA website.)*

Tip: You can undertake specific modules of the ADI training programme to help with improving your level of service delivery.

References

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DRIVING

OVERVIEW: This part describes what an ADI should know about driving and the learning-to-drive process. It introduces the LDT, EDT and IBT Syllabi and explains how they fit into the learning-to-drive process. It also looks at how different approaches will have to be taken with different types of learners.

Chapter 3:

Safe and Socially Responsible Drivers

Overview: This chapter summarises the RSA's approach to developing safe and socially responsible drivers. It explains the role of the LDT, EDT and IBT Syllabi. It also explains how the ADI competence framework[1] and syllabus will be used to achieve consistent delivery and quality of learner and ADI training.

3.1 Developing safe and socially responsible drivers

Creating a culture of safe and socially responsible driving is essential for reducing deaths and casualties on Irish roads. Safe and socially responsible driving depends not only on the skills of the driver but also their attitudes to driving and road safety. This calls for major changes in the attitudes to risk and the driving behaviours of all drivers but particularly of young people who are learning to drive. ADIs have a key role to play in developing better, safer drivers and for many, it will require a fundamental shift in the way they perceive and deliver their services.

In practice, this means the learning-to-drive process should be designed to develop a learner's understanding of the effect that their actions, or lack of them, have on others.

It follows that one of the main responsibilities of the ADI is to ensure that new drivers have safe and socially responsible attitudes to their vehicle, their safety and that of their passengers and towards other road users.

Altering pre-existing, long-standing attitudes is challenging.

'Attitudes are formed through personal experiences from birth onwards. Reckless or unsafe driver behaviour is frequently attributed to negative attitudes. These are often inherent in the person who has always been influenced by sitting for many years next to an inconsiderate driver.' Miller, J, and Stacey, M (2007).

3.1.1 Attitudes and behaviours

Safe and socially responsible drivers need to be more than just technically skilled. They need to be motivated and willing to behave in safe and socially responsible ways. Competence is strongly influenced by personal attributes such as vigilance and the ability to multitask and by a person's attitudes and beliefs. For example, a person's attitudes to other road users and the extent to which they believe they are in control are known to have an important influence on the likelihood of them being involved in a crash.

Attitudes reflect a person's feelings and emotions towards another person or object and they are formed as a result of subjection to an experience. As an ADI it is your responsibility to recognise when learners have negative attitudes to driving and try to change them before they impact on driving behaviour.

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1. *Referred to throughout as the ADI Framework*

3.1.2 Attitudes to driving

Personal attitudes to driving are what people believe are safe, appropriate and acceptable ways to drive and what aspects of driving they value. This can relate to the following:

- Technical aspects of driving such as how best to hold the steering wheel, when best to change gear, how fast to accelerate etc;

- The rights and responsibilities of learners, such as the need to stop after being involved in a collision, yielding to pedestrians at pedestrian crossings, having the right of way if coming from the right *(for example, on a roundabout)* etc.;

- The applicability of rules, for example, is it ever acceptable to turn and not use the vehicle's indicators?

- Social aspects of driving such as only using the vehicle's horn when necessary and parking well clear of vulnerable road users, for example, at school gates;

- Environmental effects of driving such as not leaving the vehicle's engine running unnecessarily or not over-revving it;

- Financial consequences of driving, for example, can you really afford to run that vintage vehicle?

- The feelings and emotions that driving produces, for example, getting a thrill from driving quickly in a high performance vehicle, being proud of your vehicle, etc.

Research has shown that attitudes towards driving can be formed as early as seven years of age. Whether or not a learner has had any experience of driving before, they will almost certainly have had some road experience. This could be from riding bicycles or motorbikes and, of course, as pedestrians who have observed drivers in action. Almost all learners will also have had some experience of being in a car with a parent or older sibling and this can have a profound effect on the attitudes towards driving that learners develop.

Attitudes towards driving which influence safe and socially responsible drivers fall into four main categories:

1. **Endangering others**

2. **Thoughtlessness**

3. **Rule compliance**

4. **Individual risk taking.**

3.1.2.1 Endangering others

Safe and socially responsible drivers demonstrate that they are socially responsible. One way in which they do this is by making sure that they do not put other road users in danger. However, some unsafe and irresponsible drivers do things that they recognise will endanger other road users such as:

- Weaving in and out of traffic;

- Racing to overtake even though they can see vehicles coming in the opposite direction which are not far off;

- Tailgating.

3.1.2.2 Thoughtlessness

Another way in which safe and socially responsible drivers demonstrate their social responsibility is by being considerate and thinking about the impact they have on other road users. Some unsafe and irresponsible drivers are unaware of, or don't care, how their actions will affect other road users. They behave thoughtlessly in ways that, at best, inconvenience others and, at worst, place other people in danger. Examples of such thoughtless behaviour include:

- Parking in spaces reserved for disabled drivers;

- Using the horn to let people know you have arrived at their house;

- Hogging the middle or right hand lane on motorways and dual carriageways.

3.1.2.3 Rule compliance

Safe and socially responsible drivers know that the rules of the road exist for a reason and why it is important to comply with them. They comply with rules and regulations, whether or not they think there is little chance of being caught. Only unsafe and irresponsible drivers do things such as:

- Running red lights;

- Parking on double yellow lines;

- Failing to keep their vehicle insurance up to date.

3.1.2.4 Individual risk taking

Driving fast and dangerously makes some drivers feel good and some will take opportunities to do so if they think they are not putting themselves or others at risk. However, safe and socially responsible drivers recognise that it is impossible to anticipate everything that might happen on a public road and, therefore, drive at speeds and in such a way that they can respond effectively to the unexpected. Safe and socially responsible drivers do not do things such as:

- Driving above the speed limit on motorways late at night when they are relatively free of traffic;

- Cutting corners on rural roads, because they think nothing is likely to be coming the other way;

- Driving without their seatbelts on, because they think it's the 'cool' thing to do.

Tip: Use these examples when discussing these topics with your learner.

3.1.3 Changing attitudes

It is often assumed that attitudes are hard to change but this is not true. It can be quite easy to get people to change their attitudes - the hard part is getting them to change their behaviour. When it comes to attitudes and behaviour, drivers often act irrationally. They will tell you that they believe or value one thing and then drive in a way that contradicts it. There are several reasons why this can happen:

- They may hold unconscious attitudes that override their expressed attitudes;

- They may hold contradictory attitudes and be more motivated to behave in accordance with one rather than the others;

- They may see no personal benefit in behaving in accordance with their attitudes;

- They may even think that behaving in accordance with their attitudes will cost them too much;

- Peer pressure or cultural expectations may lead them to behave in a manner that contradicts their attitudes;

- They may feel compelled to behave in certain ways, for example, in the company of others, even though they disagree with them;

- These conflicts, contradictions and inconsistencies come about because of the way attitudes develop. There are three main influences:

  - Cognitive factors – people are more likely to pay attention to information that fits easily into their existing knowledge and beliefs. Dealing with new or contradictory information is hard work, so you need to be well-motivated to do it;

  - Emotional factors – information which is accompanied by strong emotional reactions is more likely to be remembered and to influence future behaviour. Emotional reactions include positive things like physical or social pleasure but also negative things like fear of punishment or memories of injuries. These emotional reactions are as likely to be associated with poor driving behaviours as good behaviours;

  - Enforced behaviours – people will often do what they are told as long as someone is watching them or if they think they can achieve some short-term benefit. However, such behaviour may not be maintained when they are no longer observed or when it is no longer seen to have value.

These influences start working on people long before they start to learn to drive. Attitudes towards driving and road use start developing from a very early age and can be fully formed by the age of fourteen. Without active interventions, they will remain largely unchanged unless or until you are involved in some major life event such as a driving collision or a serious conviction for unsafe driving. As mentioned above, parents and siblings are the major sources of these influences. In particular, children tend to drive like their fathers: if their fathers have a tendency to speed, so will they. This doesn't seem to be related to who they drive with most often. It is more to do with who appears to be the more confident driver and who is more exciting to drive with. The same influences can be used to get learners to change their driving behaviours in later life. It also follows that parents and siblings can continue to be a major influence. To create stable attitudes which really result in a change in behaviour, all three

types of influence have to be taken into account. So, to change driving attitudes and behaviours you need to do the following:

■ Help the learner understand what their driving attitudes are. This means carrying out an assessment of their attitudes. This can be done by observing their driving, asking them to explain why they do what they do, getting them to fill in an attitude questionnaire and so on;

■ Where necessary, help the learner understand which of their attitudes are misguided or misconceived, why these attitudes are unsafe or irresponsible and what would be preferable attitudes to adopt;

■ Find out what costs and benefits the learner associates with the attitudes and behaviours you are trying to change and identify ways they can realise the benefits while avoiding the costs. The benefits might be things such as:

  • Their parents allowing them to drive the family car;

  • Cheaper insurance premiums;

  • Acceptance from their friends and peers;

  • Passing their practical driving test first time.

Make sure the learner drives consistently in a safe and socially responsible way. Constantly reinforce this behaviour by praising or rewarding them when they drive well. However, you must remember to point out instances where they drive badly. Keep reminding them why it is important to drive in a safe and socially responsible way.

The safe and socially responsible driver will have good attitudes soundly established, be constantly aware of why these attitudes are important and be motivated and willing to drive in ways that are consistent with these attitudes.

Tip: The best way to deal with attitudes and attitude change is to encourage learners to self-analyse (*see Section 4.4 for more details*).

The RSA has produced a range of resources to develop road safety in pre-school and post pre-school as part of the primary, secondary and third level curricula *(see Appendix E for more information on RSA school interventions)*. As an ADI you should know the content of these resources so that you can build on the messages they contain. You should discuss with each learner which *(if any)* of these programmes they have completed at school and build on the principles of the programmes in order to develop safe and socially responsible attitudes to road use.

3.2 ADI Framework and training syllabus

The role of the ADI is to help learners develop the skills, understanding and behaviours known to have a significant effect on road safety. Some driving knowledge, skills and behaviours are more important than others because they are known to be associated with collisions. This risk-based perspective

has guided the development of the ADI Framework and the ADI Training Syllabus:

- The ADI Framework specifies what ADIs need to know, what they should be able to do, how well they should be able to do it and the need for continuing professional development;

- The ADI Training Syllabus is based on the ADI Framework. It is designed to assist ADI Trainers to get the best results possible from the ADI training process. It may also be a useful resource for experienced ADIs who are looking to refresh their driving knowledge and/or training approaches.

3.2.1 The ADI Framework

The ADI Framework is designed to fit easily into the Irish learning-to-drive process and is broadly applicable to ADIs in all licence categories.

It identifies three main roles as follows:

- Role 1: Driving competently *(Category specific, based on the learning to drive/ride frameworks)*. Describes the driving skills, knowledge and understanding and behaviours expected of a competent ADI.

- Role 2: Instruction *(Generic ADI Framework)*. Describes the training and assessment skills, knowledge and understanding and behaviours expected of a competent ADI.

- Role 3: Business skills *(Generic ADI Framework)*. Describes the business administration and development skills, knowledge and understanding and behaviours expected of a competent ADI.

The ADI Framework has been designed so that it can be tailored to ADIs in the different vehicle categories. Role 1: Driving competently is category specific and its requirements will change

Diagram 1: *The ADI Framework*

[1] Core Topics: These form the basis of instruction for all licence categories. When tailoring the core topics for different licence categories, some minimal wording changes and alterations will need to be made. For example, 'driving' needs to be changed to 'riding' for Category A ADIs.

[2] Supplementary Topics: Topics that only apply to ADIs who run their own business.

[3] Category Specific Topics: Topics that apply to ADIs of different licence categories.

depending on the category of vehicle the ADI wishes to offer instruction in. There are a number of supplementary and/or category specific topics which can be added into the ADI Framework to suit the specific requirements of the ADI. For example, managing staff is only relevant to ADIs who run their own business. Diagram 1 shows how the ADI Framework is structured and how it can be tailored to meet the needs of ADIs with different requirements. The darker shaded boxes show which roles and topics can be added to or substituted to fit the requirements of ADIs in different licence categories.

3.3 The Graduated Driver Licensing (GDL) System

The GDL System is a programme of staged licensing where privileges are gained over time. It aims to improve road safety by providing learners with the opportunity to gain driving experience, skills, confidence and maturity. It requires the individual to successfully complete a number of consecutive stages. Each stage must be completed before progressing to the next and every stage must be completed in order to qualify for a full licence. It is designed to maximise the safety of inexperienced, novice drivers and other road users.

The GDL System has the following three stages:

- Learner - learners are required to undertake a programme of mandatory driving sessions with an ADI - EDT for car drivers or IBT for motorcycle riders. Both are intended to help improve the critical knowledge, skills and behaviours of new drivers. *(For more information on EDT and IBT see Section 3.5.)*

- Novice - Novices are drivers who have held their full licence for less than two years. There will be a requirement to display an 'N plate' to indicate that they are a novice and they face steeper penalties for certain driving violations. In some cases, penalty points will be doubled for certain offences. Applicable offences may include drink or drug driving, speeding, seatbelt infractions, handheld mobile phone use, dangerous overtaking and noncompliance with traffic lights.

- Fully qualified driver - A fully qualified driver has held a full licence for two or more years.

3.4 The Learner Driver Training (LDT) Syllabus

The LDT Syllabus provides a basis for training and assessing learners of Category B vehicles in a consistent way throughout Ireland. It describes what a safe and socially responsible learner must be able to do, how well they should be able to do it and what they need to know.

The LDT Syllabus is made up of four modules and there are several supporting units within each module *(see Table 6)*. EDT, which covers the twelve hours of sessions for learners, is derived from the LDT Syllabus *(see Section 3.5.1 on EDT)*.

Table 6: *Modules in LDT Syllabus*

MODULE	DESCRIPTION
1 Before starting to drive	The units in this module cover what learners need to know before they begin to drive. This includes driving laws and rules and basic knowledge of primary and secondary controls. Some general knowledge is expected of areas such as the environmental impact of driving and how to plan journeys.
2 Basic control of the vehicle	The units in this module require learners to acquire and demonstrate competence in the basic skills of driving in low-risk situations. They also need to be able to carry out routine safety checks.
3 The fundamentals of road sharing	The units in this module require learners to develop the ability to share the road safely and responsibly with all other road users.
4 Driving in more challenging situations	The units in this module require learners to have a higher level of understanding of the complexities of driving and to be able to drive responsibly, competently, calmly and without prompting in more challenging or higher-risk situations.

3.4.1 Using the LDT Syllabus

The LDT Syllabus (*Category B only*) provides all learners, ADIs, Sponsors and the RSA with a common standard of acceptable safe and socially responsible road use. The four modules are in the same order they are expected to be covered in the learning-to-drive process. However, this will not always be appropriate, so when developing individual lesson plans, you need to take into account the particular learning needs and previous experiences of the learner, the routes available to them and the content of the LDT Syllabus.

You can use the LDT Syllabus to plan lessons that will give you the opportunity to observe the learner's driving skill. During the lessons you can use prompt questions to test their knowledge and understanding.

ADIs can also use the LDT Syllabus as a basis for making informal judgements on the learner's driving performance. Each unit contains competence topics which define the required standard of driving. This includes knowledge, understanding and practical driving performance. You can use the topics as the basis for informal assessment.

(Note that the LDT Syllabus is not in itself a set of lesson plans. For further guidance see Chapter 4 on Learner Needs and Chapter 5 on Structuring Lessons.)

Tip: A hard copy of the LDT Syllabus is available to all ADIs *(existing and new).* Only available for download.

3.5 Essential Driver Training (EDT) and Initial Basic Training (IBT)

3.5.1 EDT

EDT is a mandatory course of 12 one hour sessions for learners of Category B vehicles that should be delivered over a six month period, at least. The 12 sessions are designed to cover critical driving skills and improve practical driving skills.

The EDT programme consists of a series of session plans as detailed in the EDT Syllabus. An example is provided in Appendix C.

EDT is not intended to cover the entire learning-to-drive programme. It focuses on the driving behaviours that research shows contribute most to collisions and injuries. It gives an ADI the opportunity to correct poor driving habits, attitudes and skills. The EDT Syllabus is available from the RSA website.

Each of the 12 EDT sessions has a specific objective. The 12 sessions are as follows.

Session 1: *Car controls and safety checks*

Session 2: *Correct positioning 1*

Session 3: *Changing direction 1*

Session 4: *Progression management*

Session 5: *Correct positioning 2 (More Complex Situations)*

Session 6: *Anticipation and reaction*

Session 7: *Sharing the road*

Session 8: *Driving safely through traffic*

Session 9: *Changing direction 2 (More Complex Situations)*

Session 10: *Speed management*

Session 11: *Driving calmly*

Session 12: *Night driving*

You must take EDT Session 1 first in order to establish the base line. Thereafter you shall take sessions 2 to 8 and sessions 9 to 12. Sessions 9 to 12 may not be taken until sessions 2 to 8 have been completed sessions 2 to 8 and sessions 9 to 12 are not required to be taken in sequence.

A gap of at least two weeks should be left between sessions to allow time for the learner to practise new skills. Practice between EDT sessions may involve further sessions with an ADI but could also include practice lessons with a Sponsor, or a mixture of both. This is to build up the learner's skills and experience.

The EDT actively promotes practice with Sponsors who are encouraged to make comments in the EDT Learner Logbook and build on skills and knowledge taught in EDT sessions with an ADI. *(See Chapter 6 for more information on how to make best use of the Sponsor in the delivery of EDT and the learning-to-drive programme.)*

As RSA are constantly reviewing the effectiveness of the measures taken under GDL as such ADI's need to regularly inform themselves of any changes. The website www.rsa.ie is a location where the authority post details of important change.

3.5.2 IBT

IBT is a mandatory training course that teaches basic riding skills to learners. It is part of the RSA's GDL System and is intended to improve road safety. A learner can not ride a motorcycle on the road until they have completed an RSA approved IBT training course and have received a certificate of satisfactory completion. IBT is designed to ensure that learners become safer road users, develop a strong understanding of basic motorcycle riding skills and can practise riding unaccompanied on public roads.

Basic IBT is a course of four modules delivered over 16 hours. There is also a Progression Module which allows riders to change vehicle types and sizes and is designed to help learners master basic motorcycling skills and improve their knowledge of road safety. The IBT modules are outlined in the IBT Syllabus. A sample IBT Module is provided in Appendix D. A learner must complete an IBT training course before they can ride a motorcycle on the road unsupervised.

Each of the four IBT modules is listed below. The training is delivered in a classroom, on a training site or in a yard and partly on a public road under the supervision of a trainer.

Module 1: Six objectives which take at least three hours in total to achieve, covering:

1. Personal Protective Equipment (PPE).

2. Introduction to motorcycle controls.

3. Technical checks.

4. Placing a motorcycle on and off the stand.

5. Walking alongside the motorcycle.

6. How to start and stop the engine including mounting & dismounting precautions.

Module 2: Ten objectives, which take at least five hours in total to achieve, covering:

1. Move off & Stop (including on-site riding).

2. Use of brakes.

3. Use of gears.

4. Slow riding.

5. Figure of eight exercise.

6. U-turn exercise.

7. Slalom exercise.

8. Rear observation and mirrors.

9. Turning left and right.

10. Emergency adjustment of speed – emergency stop.

Module 3: Ten Objectives, which take at least two hours in total to achieve, covering;

1. Legal requirements.

2. Rules of the road.

3. Being seen.

4. Road surfaces.

5. Road and lane position.

6. Rear observations and mirror work.

7. Speed.

8. Anticipation and reaction.

9. Weather conditions (including modal choice and route planning).

10. Fatigue.

Module 4: Eight objectives, which take at least six hours in total to achieve, covering:

1. Gradients.

2. Junctions.

3. Traffic lights.

4. Roundabouts.

5. Safe distance.

6. Anticipation and reaction to hazards.

7. Pedestrian and rail crossings (rail where possible).

8. Bends.

Module 5: There are 23 Objectives which take a minimum of 11 hours in total to achieve, covering:

1. Move off & stop

2. Use of brakes

3. Use of gears

4. Slow riding (exercise)

5. Figure of eight (exercise)

6. U-turn (exercise)

7. Slalom (exercise)

8. Rear observations and mirror work

9. Turning left and right

10. Obstacle avoidance

11. Emergency adjustment of speed- emergency stop

12. Overtaking

13. Carrying pillion passengers

14. Using a side car/ towing a trailer

15. Gradients

16. Junctions

17. Traffic lights

18. Roundabouts

19. Safe distance

20. Anticipation and reaction to hazards

21. Pedestrian and rail crossings (rail where possible)

22. Bends

23. Socially responsible riding/driving

Progression Module
The Progression module (previously known as Conversion module) is a repeat of modules 2 and 4 as well as some additional new topics and needs to be taken on the vehicle type the learner wishes to change to for example from an automatic to a manual or from a smaller to a larger vehicle. This Progression module will facilitate changes to learners entitlements without having to undergo the full IBT programme again. From 2013 it will be possible to opt to progress from one type of machine to another without the need to undergo a further driving test (subject to certain

conditions) ADI's need to keep abreast of changes as the driver training and Licensing in Ireland, continues to develop.

3.5.3 Who delivers EDT/IBT?

To deliver EDT and/or IBT training, you must be on the RSA register of ADIs. Registration means that an ADI has a driving instructor's licence in a Category 'B' and/or Category 'A' for IBT, you may be required to have a declaration from your insurance company confirming that suitable cover is in place. ADIs may also need to complete a disclaimer, which should be read carefully before signing. Both the declaration and disclaimer need to be returned to the ADI Unit of the RSA *(see Useful Contacts)*.

3.5.4 Tailoring EDT or IBT to individual learners' needs

Learners starting EDT are likely to be at different stages of the learning-to-drive process. Some may already have taken instruction and an ADI will need to establish exactly what stage the learner has reached *(see Chapter 4 and 5 for more details)*. However, those undertaking IBT will not have undertaken any formal instruction. Although learners' needs vary from person to person, the specified minimum content, as set out in each EDT session and each IBT module, has to be covered. When delivering EDT or IBT, it is up to the ADI to ensure that the depth and amount of instruction is relevant to the learner's needs.

Once you have identified the learner's specific needs, an individual session/lesson plan can be developed.

Before the training starts, give a copy of the EDT or IBT information booklet and appointment card to the learner. This information will help them understand the purpose and expected outcomes of the EDT or IBT course and explain how they can track their own progress and what lesson preparation is needed. *(The EDT and IBT information booklets and EDT and IBT Syllabus are available on the RSA website.)*

3.5.4.1 The Reduced EDT Programme

Reduced EDT programme is a mandatory driver training programme for drivers from outside of Ireland who currently hold a valid full car licence but come from a country who does not have a licence exchange agreement with Ireland.

Drivers who through the NDLS have established their eligibility to avail of the mandatory Reduced EDT programme will be required to complete EDT Sessions 1, 5, 6, 7, 9 and 10 before taking the Irish Driving Test.

It is the individual responsibility of each driver to establish eligibility for the Reduced EDT programme before engaging an ADI. This will be done by submitting the relevant documentation to the NDLS/RSA Driver Licensing section whereby a letter of entitlement will be issued to each qualifying driver. When an ADI uploads EDT session 1 on to the EDT portal, the page will display the Reduced EDT page only, further confirming the eligibility of the driver.

3.5.5 The EDT and IBT Learner Logbooks

Official EDT and IBT Learner Logbooks should be issued by ADIs to learners at their first session. Care must be taken when completing the Learner Logbooks. There is one section per session and on completion of each session or module, the ADI should do the following:

- Provide verbal feedback on performance as part of session wrap-up;

- Make written notes in the relevant section of the Learner Logbook, including any recommended reading and practice that should be done prior to the next session;

- Complete, detach and retain the top copy of each relevant page of the EDT or IBT Learner Logbooks for a period of at least two years;

- Stamp or sign the relevant section of the Learner Logbooks and certificate page for IBT;

- Remind the Learner to complete the self-analysis page of their EDT Learner Logbook whilst things are still fresh in their mind. On the same page, they can also make notes of any questions that might occur to them to raise with you between sessions;

- Remind the Learner to have their sponsor fill out the relevant section of the EDT logbook;

- Plan the date and time of the next session or module;

- In EDT, make time to go through your previous feedback and any comments or questions on the Learner's self-analysis page. Note that some learners may not wish to share their self-analysis with you and this is a preference that should be respected. However, ADIs should try and encourage learners to actively engage with them on their progress and performance whether verbally or in writing by using the self-analysis pages of the EDT Learner Logbook. If the value of self-analysis is properly explained to the learner, this part of the EDT Learner Logbook can become a very useful tool in planning lessons and focusing wrap-up sessions and feedback;

- The EDT Learner Logbook provides space for the learner to comment on their progress and performance, and also for the Sponsor to review before practice drives. You should encourage both to do this.

Tip: Details of how and where to order additional EDT and IBT Learner Logbooks are available from the RSA. Make sure your learner brings their Learner Logbook to every session.

3.6 A Competence-based approach

Competence-based training delivered by professional ADIs, linked to private practice with a Sponsor, plays a crucial role in developing drivers with positive attitudes, in possession of the appropriate knowledge and understanding and who can drive in a

safe and socially responsible way in all road conditions.

Competence-based approaches to learning, assessment and formal qualifications have been in place since the 1980s. Initially, they were a response to educational qualifications that put more emphasis on passing examinations than being able to apply knowledge and do things well.

Industry has for some time subscribed to competence-based approaches in managing risks arising from the way people perform and behave when carrying out safety critical work. Major accidents such as the sinking of the Zeebrugge Ferry and the Piper Alpha oil rig fire have resulted in industry regulators insisting on proof of workforce competence before individuals are assigned to safety-critical work activities. A substantial body of good practice principles and guidelines is now available to organisations operating in highly regulated, hazardous industries such as rail transport, chemical production, civil aviation, oil and gas exploration and production. Occupational driving now features highly on the agenda of most companies seeking to reduce safety risks.

Safe and socially responsible driving requires close integration of driver knowledge, attitudes and practical skills. ADIs need to work out how best to meet this requirement in the case of every individual they train. A tailored approach that takes into account the attitudes and the pre-existing abilities and practical skills of the learner is essential. To achieve this, you need to be thoroughly familiar with the LDT, EDT and IBT Syllabi and able to use relevant training and assessment methods to aid individual learning.

Competence is the ability to perform activities as well as expected. It calls for a mix of practical and thinking skills, underpinned by knowledge and understanding of the activity being carried out. The precise combination of these depends on the type of activity. For example, reversing a vehicle into a space calls for a different set of skills than negotiating oncoming traffic in a shopping street congested with parked and moving cars and pedestrians.

Competence in this context is strongly influenced by personal attributes such as vigilance and the ability to multitask, as well as a person's attitudes and beliefs. For example, a person's attitudes to other road users and the extent to which they believe they are in control are known to have an important influence on how likely they are to be involved in a collision.

3.6.1 Guiding principles

3.6.1.1 Competence needs to be actively maintained

Competence is a condition, similar to physical fitness. It needs to be maintained and actively updated otherwise it will deteriorate. For example, someone who does not drive for a long time may not be as safe a driver if they were to start driving again. ADIs should be aware that they need to continuously refresh their knowledge and skills because they, and the world, are constantly changing.

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3.6.1.2 Safe and socially responsible driving is a lifelong commitment

Drivers will encounter many changes over their driving lives. The changes may be in vehicle technology, road design, regulations or in public perception of what is acceptable. Maintaining and improving their skills will reduce the risks they face when driving and will also enhance their reputation as safe drivers.

3.6.1.3 Applying recognised good practice

Professionals involved in the learning-to-drive process need to be aware and take full advantage of good practice approaches and sources of advice from other sectors.

3.6.1.4 Evidence-based decision making

Whenever a driver's performance, knowledge or behaviour is assessed, the results should be the same regardless of who does the assessment.

The processes for training, developing and assessing drivers, at whatever stage of their driving life, should enable consistent decisions to be made on performance based on evidence. The more evidence sources you have available to you, the better your decision will be.

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Chapter 4:

The Learner

Overview: This chapter explains what ADIs should know about the learner and the learning-to-drive process. It covers the legal requirements and regulations related to getting a learner permit and a full driving licence, the insurances required and the penalties that can be incurred. It also suggests ways in which ADIs can assess their own competence to train drivers with special requirements.

4.1 Legal requirements

This section sets out the legal requirements for learners. It goes on to give information about the current Irish penalty point system and payment of fixed-charge notices.

4.1.1 Learner legal requirements

As well as knowing about the legal obligations of ADIs, you should also know the legal obligations placed on learners. The most up-to-date and in-depth advice on this is available on the RSA website. The key points are:

■ A learner permit is a licence issued to learners which allows them to learn to drive and apply for a driving test. To apply for a learner permit the individual must satisfy the minimum age restrictions for the category of vehicle they wish to learn to drive *(see Appendix B for full details);*

■ It is an offence for a Learner Driver to drive unaccompanied by a Qualified Driver. The learner driver and the owner of the vehicle may be fined. The vehicle may be detained by An Garda Síochána.

■ Learners must normally be resident in Ireland. The first time someone applies for a learner permit they must supply their personal 'Public Service Card' if applicable along with a satisfactory eyesight report completed by a registered ophthalmic optician or by a registered medical practitioner;

■ Ordinarily, a learner permit is valid for two years from the date of issue. A learner can apply to take their practical driving test on receipt of their first learner permit. However, they cannot sit their driving test until they have held a learner permit for at least six months and completed all EDT sessions or IBT Modules.

■ This rule does not apply to drivers who hold a foreign driving licence. Such drivers can have the six month wait waived, providing they meet certain conditions. Their foreign driving licence must be valid and they must obtain a letter confirming that from the licensing department of the authority that issued it and may be required to undertake a 'Reduced EDT' program.

4.1.2 The penalty points system in Ireland

It is important that you fully understand the penalties for unsafe or irresponsible driving so that you can pass this knowledge on to learners. The system of penalty points is intended to improve driver behaviour in Ireland and reduce deaths and serious injuries on our roads.

A penalty point is a formal reprimand from An Garda Síochána. It is endorsed on a driving licence or learner permit record to show that the holder has been found guilty of a particular driving offence. Penalty point offences are recorded if:

- You are convicted of a driving offence that incurs penalty points.

- You are served with a fixed-fine notice for an alleged offence that incurs penalty points and you opt to pay the fine rather than having the matter referred to the courts.

Fully licenced driver accumulating 12 penalty points within any three year period will be automatically disqualified from driving for six months. A first time learner driver who accumulates 7 penalty points in a three year period will be automatically disqualified from driving for 6 months. A novice driver who accumulates 7 penalty points in a three year period will be automatically disqualified from driving for 6 months. The disqualified driver is then required to surrender their licence to the appropriate licensing authority within 14 days of receiving notification of the disqualification. It is an offence not to surrender a licence. It is also an offence to drive while disqualified.

Penalty points are recorded on the driving licence record for a period of three years. These records are held on the National Vehicle and Driver File which is operated by the Department of Transport.

The GDL System allows for increased penalty points to be awarded for certain offences.

4.1.2.1 Payment of fixed charges

Offences can be detected by Garda interception or, in the case of speeding offences, by safety cameras. Where a Garda interception takes place, you must show your driving licence to the Garda so that they can take your driver number. In most cases, a fixed charge notice will then be issued and you then have the option of paying the fixed charge or allowing the matter to proceed to court.

A person has 28 days from the date of the fixed charge notice to pay. Anyone who pays in the subsequent 28 days pays the charge plus 50%. Court proceedings are initiated if a fixed charge is not paid within this 56-day period.

Where an offence is detected by a safety camera, the fixed charge notice will be sent to the registered owner. The Road Traffic Act indicates that, unless another person is identified as the driver, it will be assumed that the registered owner was driving the vehicle at the time the alleged offence occurred.

There is an explicit requirement that where the registered owner of a vehicle was not driving or using the vehicle, they must give the name and contact details of the driver of the vehicle. When this

information is received, the fixed charge notice will be issued to the named driver, on whose licence the points will be endorsed, either on payment of a fixed charge or a court conviction.

> **Tip:** ADIs should discuss the implications of penalty points with their learners and get them to reflect on how they may be affected by incurring them.

4.2 Fitness to drive

4.2.1 Medical report requirements

A learner must be 'fit to drive'. This encompasses both physical and mental fitness. ADIs have a moral responsibility to ensure that the learner is in a suitable state to drive a vehicle. Learners who have serious medical conditions must provide a medical report *(RSA ref 501)* when they apply for their learner permit. A medical report is required when applying for a driving licence for a truck or bus in licence categories CE, C1E, DE, D1E if any of the following apply to the applicant *(unless they have previously provided a medical report which is still valid)*:

- Is 70 years of age or more on the first day of the period for which the licence for any licence category is being granted;

- Is suffering from any of the disabilities or diseases specified in the diseases and disabilities list *(see Table 7 below)*;

- Has ever suffered from alcoholism or epilepsy;

- Is a regular user of drugs or medication that are likely to make their driving unsafe.

Table 7: *Diseases or disabilities where medical report is required*

DISEASES OR DISABILITIES WHERE MEDICAL REPORT IS REQUIRED
Alcoholism;
Any physical disablement that is likely to affect ability to drive safely;
Any illness that requires the regular use of psychotropic substances;
Any illness or disease that requires the regular use of medications that are likely to affect a person's ability to drive safely;
Cardiovascular disease, diabetes, serious diseases of the blood;
Diplopia, defective binocular vision or loss of visual field;
Encephalitis, multiple sclerosis, myasthenia gravis or hereditary diseases of the nervous system associated with progressive muscular atrophy and congenital myotonic disorders;
Epilepsy, diseases of the peripheral nervous system, trauma of the central or peripheral nervous system;
Cerebrovascular diseases, lesion with damage to spinal cord and resultant paraplegia;
Mental disturbance due to disease or trauma of, or operation upon, the central nervous system;

4.2.2 Illnesses which do not require a medical report

If a learner arrives to start a driving lesson and you believe that they may be temporarily unfit to drive, you must refuse to start the lesson. It is important that you know what to look for when making such a decision. The sections below describe the symptoms and implications of the most common causes of being temporarily unfit to drive.

4.2.2.1 Illness

There are many temporary illnesses which can affect the ability to drive safely. You should encourage learners to check their own symptoms, decide for themselves whether their ability to drive will be affected by them and avoid driving if they are too ill to do so safely. For example, even a common cold or flu can badly affect driving. A runny nose or sore eyes can distract the learner or reduce their ability to concentrate, pay attention and react quickly.

4.2.2.2 Injuries

In some cases, learners with serious or permanent injuries must inform the RSA of such conditions. However, there will be occasions when a learner arrives for a lesson with relatively minor injuries which can affect their ability to drive. For example, a twisted ankle can reduce control of the accelerator and brake and greatly increase the risk of collisions. In such cases, you need to help learners make sensible decisions about when an injury may make it unsafe for them to drive.

4.2.2.3 Drug use

Drug use affects people's abilities to perform a wide range of tasks. Banned drugs can have a wide range of effects, including mood swings, impaired decision-making, loss of physical control, poor attention and poor concentration. Even commonly available, over-the-counter medicines can have significant effects. In particular, many prescription drugs cause drowsiness. Individuals need to carefully check the information that comes with medicines to see what effects they might have.

4.2.2.4 Alcohol consumption

It is fair to say that almost all learners will know that it is illegal to drive if they are over the legal limit for alcohol consumption and what the penalties are if they get caught. If you suspect that a learner is over the legal limit, then you must not start the lesson. Arrange another lesson until such time as you are sure that they will be fit to drive.

4.2.2.5 Tiredness

Scientific studies show that driver fatigue is as dangerous as driving when over the legal limit for alcohol and could be a contributory factor in up to 20% of driver deaths in Ireland.

Drivers who persist in resisting sleep can experience 'micro sleeps' which means they will drift in and out of consciousness. Micro sleeps can last for 10 seconds, during which time a driver has no control over the vehicle. Drivers may be unaware that they are experiencing a 'micro sleep' until it is too late; in fact, many drivers can

experience 'micro sleeps' with their eyes wide open. If a driver has a 'micro sleep' for just four seconds while travelling at a speed of 100 km/h, the vehicle will have travelled 111 metres without a driver in control.

Drivers are often misguided about their ability to fight tiredness. You need to encourage your learners to recognise the symptoms of tiredness and take sensible actions when needed. However, although some symptoms are obvious, others are not. The most common ones are:

- Yawning;

- Difficulty keeping your eyes open;

- Drifting out of your driving lane;

- Difficulty concentrating or fuzzy thinking;

- Slow reactions;

- Having short blank periods where you can't remember what has happened;

- Physical discomfort, aches and pains, feeling heavy-limbed;

- Lack of energy;

- Taking noticeably longer to do things.

Unless it is caused by a medical condition or a serious lack of sleep, people can recover from tiredness quite quickly. The RSA offers the following advice to motorists.

- If you start to feel tired, stop driving and park the vehicle in a safe place;

- Drink two cups of liquid, for example tea or coffee, containing caffeine: caffeine takes between 20 and 30 minutes to enter a person's system and take effect;

- Take a 15 minute nap: by the time you wake up, the caffeine should have taken effect;

- Get out of your vehicle, stretch your legs and get some fresh air: you should now be fit to drive for another hour or so;

- In cases of extreme tiredness, the only cure is sleep.

4.3 Types of driver

This handbook has been written on the assumption that the majority of learners are young *(under 21 years of age)* novice drivers, with little or no driving experience. However, there will be times when ADIs have learners who do not fall into this group. This section of the handbook offers some suggestions about how you can best adapt your training approach to meet their requirements. *(Further information is available in the list of references given at the end of the chapter.)*

4.3.1 Disabled drivers

An ADI who is asked to provide instruction to someone with physical or cognitive impairments needs to be able to: (a) recognise the implications of the particular impairment for the learning-to-drive process; and (b) decide whether they have the necessary competence or facilities to be able to deal with these implications.

Every learner is different but there is value in classifying the type of learner disability into either a physical or cognitive disability. These high level distinctions give an indication of how driver training needs to be adapted to meet the individual's requirements. You must ensure that your behaviour is always non-discriminatory. If you are unsure, please refer to the Equality Act 2010.

4.3.2 Physical disability

Any impairment which limits the physical function of limbs or fine or gross[2] motor ability is a physical disability. The most common examples include:

- Limb amputation
- Paralysis
- Wrist disarticulation
- Arthritis
- Ataxia *(gross lack of coordination)*
- Missing fingers and toes.

If you have a learner with a physical disability, you might be able to adapt your training vehicle to overcome the difficulty. A wide range of modifications are available but selecting the ones that suit the particular requirements of a physical disability is a specialist exercise and you may wish to ask the RSA or a specialist modifications company for advice. The Disabled Drivers Association of Ireland *(DDAI)* has a full list of contact details for modification companies across Ireland *(see Useful Contacts).*

It is more often the case that learners with a physical disability will request instruction in their own vehicle which has been modified to meet their requirements. In these situations you need to familiarise yourself with the modifications and satisfy yourself that you can operate the vehicle safely.

There are five main areas where modifications are made:

1. Access to the vehicle
2. Steering
3. Brake & accelerator
4. Secondary Controls
5. Mirrors

4.3.2.1 Access to the vehicle

Getting into and out of the vehicle can cause difficulties for some drivers with mobility issues. There are a number of adaptations you can make to the vehicle in order to aid safe entrance and exit.

1. Door handle extensions or straps can assist opening and closing the doors;

2. Swivel seats can aid entry and exit but can be more difficult to accommodate during driving;

3. Wedge cushions can assist raising height without raising knees;

4. Sliding boards can bridge the gap between the wheelchair and a car seat;

5. Seat extension which sets the seat further back than original position providing more space for lower limb prosthesis or lower limbs that have difficulty with bending;

2 Fine motor ability is the coordination of small muscle movements, for example the fingers; gross motor ability is the coordination of large muscle groups and whole body movement, for example, standing or walking.

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6. Seatbelt pullers to assist in reaching for the seatbelt, seatbelt clip extensions to insert seatbelt and seatbelt release clips to enable easier release of the seatbelt.

4.3.2.2 Steering

Power-assisted steering can be tailor-made to match the strength of the driver. If only one hand is used for steering, various modifications are available. Remember that the one hand must also operate secondary controls, so a steering aid alone is insufficient for a one-handed driver. Some more common steering aids include the following.

1. Steering ball for either left or right hand – this is usually placed at the 10 o'clock position for the left hand or 2 o'clock for the right hand, but it can vary depending on the driver's sitting position;

2. Joystick – can be fitted to an automatic vehicle if the driver is unable to turn the steering wheel;

3. Mushroom grip – this has a broader, flatter top;

4. Quad grip – this is used by drivers who do not have any finger grip but have sufficient strength in their wrists to turn a steering wheel;

5. Glove peg – this is used where gripping the steering wheel is not possible;

6. T-bar – this is often useful for drivers with cerebral palsy because they can hold the grip with the back of the hand towards the steering wheel;

7. Foot steering – this is often used by drivers who have no function in their arms but have full use of both legs.

4.3.2.3 Brake and accelerator

1. Foot pedals – the position of the foot pedals can be moved if the driver cannot use their left or right foot;

2. Knee controls – if the feet are not reliable but the hip and knee joints are functional;

3. Hand controls – if the lower limbs cannot be used to accelerate or brake then either hand can be used. The most popular modification is the single combined lever for accelerator and brake;

4. Joystick – a joystick can be placed either side of the steering wheel if the learner is unable to use any of the methods above;

5. Tiller – this system combines steering, accelerating and braking. The steering wheel is replaced with two handles either side of the steering column and is steered like a motorcycle;

6. Handbrake – this can be moved to the right-hand side of the vehicle if the left cannot be used.

4.3.2.4 Secondary controls

The driver must be in complete control of the vehicle and must be able to operate all secondary controls while maintaining efficient, coordinated control of the primary controls. The following aids can be used:

1. A single combined lever hand control can be fitted;

2. For one handed drivers, an infrared or radio-controlled switch panel attached to the steering aid can be fitted.

4.3.2.5 Mirrors

1. Additional mirrors can be placed in or on the vehicle to suit a learner who has a neck restriction. A panoramic mirror is most commonly used.

Once the vehicle has been modified to suit the needs of the individual, the training techniques you use should be broadly the same as those you would give an able-bodied learner. Regardless of who you are training, the objective is to develop a safe and socially responsible driver.

(These lists have been taken from The Driving Instructor's Handbook (Miller J. and Stacey M.) and Disabled Drivers Association of Ireland (www.ddai.ie))

4.3.3 Cognitive disability

A person with a severe cognitive disability is very unlikely to be learning to drive. However, there are a number of more minor and subtle cognitive disabilities which routinely affect learners. The most common cognitive disorders are dyslexia and attention disorders such as Attention Deficit Hyperactivity Disorder *(ADHD)*.

4.3.3.1 Dyslexia

ADIs will get a number of learners who suffer from dyslexia which is often known as 'word blindness' and is associated with an impaired ability to read. Dyslexia is often associated with other cognitive difficulties because it affects the sufferer's ability to process information. Sufferers

with severe dyslexia may encounter greater difficulties in learning to drive, including:

- Weak short-term and working memory *(holding on to and applying information)*;

- Auditory processing: taking on board what is being said quickly;

- Difficulty with focusing, easily distracted;

- Difficulty identifying left from right;

- Visual distraction, visual memory issues;

- Slower processing speed in the brain;

- Sequencing problems: getting information in the right order.

The symptoms of dyslexia may have a significant effect on learning but, with appropriate teaching, this can be mitigated. It may take the dyslexic learner longer to learn to drive and they may need more than one attempt to pass the practical test.

ADIs need to be prepared to suggest ways and means by which illiterate and dyslexic learners may familiarise themselves with the Rules of the Road and be able to answer correctly oral questions based on the rules. You could invest in some flash cards or other visual training aids that help learners with dyslexia. You should also aim to build the learner's self confidence by being very specific in your praise of what they do correctly.

Here is a list of general tips to help teach learners with dyslexia.

- Make sure the learner is not

overloaded with instructions as this causes problems for those with a weaker working memory - 'little and often' is a good approach;

- Watch out for learners with poor spatial awareness or lack of recognition of left and right – they may need to be told to go 'your way', or 'my way'. You could also stick coloured stickers onto the dashboard to identify left and right and support this with hand movements;

- Consider starting the driver training in a vehicle with an automatic gearbox. This means that the dyslexic driver can concentrate on other aspects of driving rather than struggle with the gear changes of a manual gearbox. The dyslexic learner can learn to use a manually-changed vehicle once all the other aspects of road awareness are secure;

- Practice off-road or on quiet roads as much as possible so that the dyslexic learner is not distracted by other road users while they are getting to grips with basic vehicle handling;

- Use the same route until the learner feels more confident and add new routes a few at a time;

- Make sure the learner has included details of their dyslexia on their driving test application. If not, they should be advised to contact the RSA well in advance of the test date to let them know.

4.3.3.2 Attention disorders

Attention is essential to driving. It allows us to remain focused on safe driving whilst being aware of the environment. Lapses in attention are dangerous for all drivers. Recognising people who are susceptible to serious lapses is essential. The four main types of attention are described in the following table.

Table 8: *Types of attention*

TYPE OF ATTENTION	DESCRIPTION
Focused attention	The ability to respond directly to the task in hand. This enables a driver to concentrate and stay focused on driving.
Sustained attention	The ability to remain focused over a period of time whilst carrying out a repetitive or continuous activity *(e.g. driving on a motorway)*.
Selective attention	The ability to remain focused on a particular task in the driving environment while filtering out other distractions. (e.g. driving with passengers in the vehicle)
Divided attention	The ability to attend to multiple tasks. People who try to multi-task driving tasks with non-driving tasks *(e.g. talking on a mobile phone)* will be at greater risk of a collision.

Disorders in attention can affect a learner's ability to concentrate on driving. One of the most commonly studied attention disorders is Attention Deficit Hyperactivity Disorder *(ADHD)*. ADHD is an attention disorder in children, affecting about 3% to 5% of children globally *(Nair, 2006)*. It is a disorder that affects an individual's ability to concentrate and stay focused. Once diagnosed, it can be managed by medication, lifestyle changes and counselling.

A learner with ADHD may exhibit unsafe driving behaviour. This stems from their under-developed visual perception skills and their impaired ability to self-regulate behaviour. Take time to give learners with ADHD the opportunity to practise driving in safe situations where you can manage the on-road risks *(such as quiet roads)*. You need to give clear instructions and set clear limits for them. Make sure that the learner understands that if they break a limit you have set *(such as driving at 40km/h)* then you will stop the lesson. It can help, if possible, for you to give learners with ADHD shorter lessons for, say, 30 minutes. The shorter timeframe allows them to concentrate on the task in hand before they lose their focus.

ADHD learners often display a lack of organisation. This can affect their ability to plan their learning outside of the formal lessons. Where possible, try to engage the Sponsor as much as possible in the learning process and practice.

4.3.4 Summary
The key thing to remember about teaching learners with disabilities is that the subject matter and the required standard of driving *(as described in the LDT Syllabus)* are exactly the same – you just have to adapt your training approach and consider each individual learner's needs. For example:

- If someone has a severe physical disability you may need to allow extra time getting into and out of the vehicle;

- Learners with concentration disorders may need to have shorter lessons than usual or have breaks in a lesson to allow them time to catch up.

> **Tip:** Encourage learners to routinely reflect on their fitness to drive. Discussing this with learners should encourage them to make this assessment every time they make a journey.

4.3.5 Older people
It is not unusual for older people to request formal driving lessons. Instructing an older driver requires a different approach to the one you might take with a young novice driver. The older driver may have many years of driving experience and will have good and bad driving habits. They will probably have driven a number of different vehicles but may not be familiar with recent innovations in vehicle technology.

Some older drivers may have some anxiety associated with being 'instructed', especially if they have been pressured into having driving lessons by their family or health professionals. For this reason, you should try to put them at ease right from the start. Talk to them to establish their reasons for wanting a driving

lesson. Once you know these, you can offer a bespoke service that suits their requirements. Table 9 lists the most common reasons older people approach ADIs and gives some suggestions on how to deal with these.

Table 9: *Common reasons older people undertake driver training*

REASON FOR DRIVING LESSON	SUITABLE APPROACH TO TRAINING
A move to a new, unfamiliar area	Talk to them to discover why they would normally use their vehicle. If it is for short trips to the supermarket, for example, plan some basic practice routes on which you can accompany them. Once they are confident in these short journeys, progress to longer journeys. Spend some time showing them maps and diagrams of the new area so that their local road knowledge increases. Help them plan their driving routes to avoid high risk situations.
As part of the preparation for a driver assessment or licensing authority test	You should approach these learners in much the same way as you would young learners. However, be aware that their progression from basic driving skills to more complex driving skills may take longer. Be patient.
At the suggestion of a family member or health professional	These drivers may feel some anxiety or be in denial about the need for driving lessons. Work hard to put them at their ease and do not patronise them.
Not driving for many years	Give these drivers opportunities to practise their skills in safe, controlled environments. Start on quiet roads and car parks and then progress on to residential streets and, finally, busy shopping areas.
As a result of a collision or near miss	Find out as much as you can about the reason for the collision. If it was not their fault, it is likely that the driver will be particularly anxious or nervous. Take time to explain and demonstrate correct driving techniques and slowly build up the driver's confidence. Start your lessons on quiet roads and car parks and then progress to residential streets and finally busy shopping areas. If the collision was caused by driver error, such as poor observation, make sure that you plan your lessons to cover observation techniques. In addition, you can help them to plan their driving routes to avoid high risk situations.

REASON FOR DRIVING LESSON	SUITABLE APPROACH TO TRAINING
Self-recognition that eyesight, reaction times, hearing or other physical abilities are deteriorating	Make sure that the driver is still within the legal eyesight requirements and/or that they do not need a medical report. If they are still legally able to drive with no licence provisions, you should give them a chance to practise their driving skills within a controlled and safe environment. Vision often deteriorates slowly and older drivers may not be aware of these changes. You can suggest that your customers:
	■ Have regular eye checks, at least every two years;
	■ Keep windscreens clean and free of clutter;
	■ Avoid wearing caps and hats while driving;
	■ Check seat height adjustment and position to ensure they have maximum field of view;
	■ Avoid driving at night and on poorly lit road;
	■ Check the brightness and adjustment of vehicle lights.
	In addition, you can help them to plan their driving routes to avoid high risk situations.
Self-recognition that driving knowledge is no longer up to date	Find out what areas they feel that they are struggling in – for example, it could be road signs or updated vehicle requirements such as SatNav or anti-lock braking. Give them support and resources such as handouts which remind them of the salient points. Test them in an informal way using question and answer techniques. Also, make sure that they know how and where to get further information once the driving lessons have finished – from internet resources, local driving centres etc.
A loss of confidence	The main way you can help drivers who are lacking in confidence is to provide them with support and encouragement. Find out what you can about why their confidence level has dropped. Give them the opportunity to practise in safe, controlled environments. Make lesson routes more and more complex as their confidence grows. In addition, you can help them to plan their driving routes to avoid high risk situations.

REASON FOR DRIVING LESSON	SUITABLE APPROACH TO TRAINING
Needing to learn to drive following the death of a partner	Needing to learn to drive following the death of a partner
	If an elderly person is starting to drive with no previous driving experience, you should approach their learning plan in much the same way as you would with any learner. However, take time to demonstrate procedures and remember that elderly learners may have problems with vision, strength and mobility. In addition, look out for signs of grief that may temporarily leave the learner unfit to drive. Grieving tends to follow a set pattern. This involves a number of stages where the reactions are very like those associated with anger, fear and stress and can affect driving in the same sorts of ways. The main stages are:
	■ Emotional numbness during which time reactions may be slowed;
	■ Guilt, during which time you may be very distracted;
	■ Anger or agitation;
	■ Inability to sleep or relax leading to tiredness;
	■ Depression, which may be associated with poor concentration;
	■ Acceptance and recovery, during which time driving performance should return to normal.
	If ordered to do so by a Court of Law Find out the specific reasons given for the Order of Law

Find out as much as you can about the driver's driving needs. For example, if they only drive during the day, then there is no requirement for them to practise driving at night unless required under EDT regulations.

One important thing that you can do for all older drivers is give them up-to-date information about other transport options that are open to them. You *(or they)* may feel that driving is not the most appropriate transport option for them, given their capabilities or circumstances. If this is the case, take time to find out about local bus routes, shared car shuttle services or taxi services in your area and pass the information on to older customers you think would benefit from it.

4.3.6 People who are anxious

Anxiety has been described as 'a state of uneasiness or tension caused by apprehension of possible future misfortune'. Most people get anxious from time to time but some people are more susceptible to anxiety than others. Anxiety makes it difficult for learners to think, reason or make good judgements. It reduces their level of awareness and makes it difficult for them to concentrate on driving. It results in a low level of retention of new information and skills and reduced physical coordination.

When giving instruction, or otherwise dealing with an anxious learner, the ADI should create a confident but relaxed and caring atmosphere. This involves giving reassurance and encouragement and tactfully making an effort to discover which aspects of driving are producing anxiety. Once these are known, you will be in a position to reduce the anxiety by arranging and pacing the learning process in ways that match the learner's capability – for example, letting them drive more slowly on routes with reduced risks and hazards until their confidence grows. It may also be appropriate for the ADI to break lessons into short sections, with more breaks for discussion and self-reflection.

4.3.7 People who are over-confident

Young and novice drivers are more likely to be involved in road collisions than more experienced drivers. They are more likely to be involved in collisions at high-speed, in the dark, when overtaking and when negotiating bends *(RoSPA, 2011)*. There are several reasons for this. The most obvious is a lack of experience although it is increasingly believed that younger drivers, especially males, tend to be over-confident and are more likely to drive in risky ways such as driving too fast, too close to the vehicle in front and by overtaking dangerously.

Drivers who are over-confident can have excellent vehicle control skills and fast reaction times. However, they are poor at identifying hazards and assessing risk. In addition, they tend to overestimate their ability to avoid hazards and collisions.

As an ADI you must make sure that whenever you teach an over-confident learner you take great trouble to point out the potential hazards and risks involved in their driving. You should be able to provide them with up to date road casualty statistics about the causes of road collisions and how their driving behaviour may put them and others at risk. Try not to be overly critical but make sure you consistently point out where their driving is not at the standard that you expect of a safe and responsible driver.

4.3.8 People who speak English as a second language

If a learner's use of English is inadequate, try to develop their understanding of 'key words' such as:

- Stop
- Check
- Look/observe
- Signal
- Brake
- Accelerate
- Clutch
- Mirror
- Wheel
- Indicate
- Gear.

Keep your terminology as simple as possible and be consistent with the words and phrases you use. You may decide that it would be best to use an interpreter, in which case you would need to agree with the learner how the additional costs of this would be met.

This may present an additional challenge to the learner in completing the self-analysis section of the EDT Learner Logbook in a language that you as an ADI can understand.

4.3.9 People who are hard of hearing

In Ireland, 5,000–6,000 people are either born deaf or are deafened in early childhood. Many more become profoundly deaf in adult life. Given these numbers, ADIs should expect to deliver training to learners with hearing problems at some point.

The Irish Deaf Society advises that any ADI wishing to provide driver training services to people who are hard of hearing or deaf should firstly attend a Deaf Awareness Training *(DAT)* programme and such programmes are available at a number of locations nationwide. The deaf awareness programme does not teach Irish Sign Language *(ISL)* but concentrates on raising awareness of the main issues for hard of hearing or deaf persons.

The key issue when teaching learners with hearing problems is to use simple, straightforward words which have only one meaning. Many people with hearing problems can lip-read. The success of lip-reading depends on both the clarity of the speaker's lip movements and the ability of the lip-reader. Make sure you speak clearly, slightly slower than usual and in good light. Pull off the road to discuss progress so that face-to-face communication is possible. Never shout because this exaggerates your facial expressions and can make it harder for the learner to lip-read. Also, try to reduce background noise as much as possible from sources such as open windows, the car radio, the heater and air conditioning.

At the start of the training sessions it is important to establish what the best means of communication is. Any gestures you use should be explained and you must check with the learner that they understand what you mean. For example, raising your thumb can mean 'good'. Make sure also that all spoken instructions are reinforced by demonstration. Face-to-face conversation, demonstration, written notes and the use of visual aids will cover all requirements. Visual aids should be used wherever possible and you can use diagrams and pictures from the RSA 'Learning to Drive a car' and the manual 'Driving – The Essential Skills'.

For ADIs who are interested in specialising in training the hard of hearing, there is a QQI Level 3 programme in Irish Sign Language. To gain an award in this area you will need to attend a hour and a half lesson each week for 16 weeks. *(For more information contact The Irish Deaf Society, see Useful Contacts.)*

4.4 Encouraging self-analysis

One of the most important roles of the ADI is encouraging the learner to use self-analysis. In self-analysis, the learner is encouraged to use both self-reflection and self-assessment to evaluate their knowledge, skills, attitudes and behaviour. Self-assessment takes the form of observations of their own driving performance, while self-reflection takes the form of questioning themselves about their skill level, behaviour and attitude to driving. The best drivers are those who have a realistic idea of their own strengths and weaknesses. As mentioned in Section 3.1.3, self-analysis is a useful tool in attitude change. Learners should be encouraged to make self-reflection on how well they have done something. The ADI should be asking them questions like:

- How well did you drive around that corner?

- How well are you progressing in the EDT sessions?

Self-assessment encourages the learner to critically consider their previous actions. The ADIs should be encouraging the learner to self-assess by asking themselves questions like:

- I almost went through that red light. Why did that happen?

- I get angry at people who won't let me out at junctions. Why do I get angry?

(For more examples of self-assessment and self-reflection questions see the LDT Syllabus, available on the RSA website.)

4.4.1 Why is self-analysis important?

Assessment decisions can be made by learners based on their driving performance in formal driving sessions *(with an ADI)*, practice with Sponsors or by testing their knowledge of the Rules of the Road.

Learners can become more effective at learning when they engage in deliberate thought about what they are learning and how they are learning it. In this kind of reflection, learners step back from the process to think about their learning strategies and the progress they are making. Self-analysis encourages learners to become independent learners and increase their motivation. ADIs should encourage self-analysis because it makes learners more active participants in the training process and will enable you to target your efforts where they are most needed. In addition, self-analysis helps guard against over-confidence in learners which is one of the major dangers for novice drivers.

4.4.2 How to encourage learners to self-analyse

Research suggests that the simplest tools to encourage self-analysis are evaluative questions that force students to think about their performance *(Hart, 1999)* for example:

- What do you think you did well when you approached that junction?

- What do you think you could have done better when you next approach a junction?

- Why do you think *(a particular incident and/or situation)* occurred?

- How will you approach a similar junction next time?

- What are the most valuable things you learned during this lesson?

There are two further ways that ADIs can encourage a learner to self-analyse:

- Setting goals

- Using EDT Learner Logbooks.

4.4.2.1 Setting goals

Goal setting is important because learners can evaluate their progress more clearly when they have targets against which to measure their performance. Learners motivation is known to increase when they have self-defined, relevant learning goals. Learning goals can be derived from the LDT, EDT and IBT Syllabi. All aspects of the syllabi should be considered, not just basic control of the vehicle or performance of manoeuvres. For example, when considering the use of primary controls, learners might assess their steering as below standard because they tend to drift to the right when changing gears. Similarly, under the heading of speed, learners might recognise that they constantly have to brake hard to avoid driving into the rear of vehicles in front.

4.4.2.2 Using Learner Logbooks

The EDT and IBT Learner Logbooks can be used to build a detailed history of a Learner's efforts, progress, and achievement in specific areas. In the case of the EDT Learner Logbook, there is a specific section for the learner to record their self-analysis and the ADI is required to make and record informal, formative assessments on the learner's progress.

The IBT Learner Logbook is used to record the results of formal, summative assessments.

In summary, the EDT and IBT Learner Logbooks:

- Take a collaborative approach to assessment between the learner and the ADI;

- Emphasise what the learner can do rather than what they cannot do;

- Represent and record a learner's progress over time;

- Engage learners in establishing ongoing learning goals and assessing their progress towards those goals;

- Focus on improvement, effort, and achievement.

It is important for ADIs to self-analyse too because it shows learners that it is important for everybody to self-analyse and self-evaluate. One thing ADIs can do is to ask their learners for feedback on how the lesson is going and what is being done well – and not so well. In this way, you show that you are looking to improve what you do too.

> **Tip: ADIs who undertake their own self-analysis will be setting a good example for their learners. It will also help them to improve the quality of service they offer and also their reputation.**

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DELIVERY OF LEARNING

OVERVIEW: This section of the handbook focuses on the various approaches and methods that can be used to deliver the learning-to-drive process to different types of learners and how Sponsors and others can support the learning process. It also considers the roles of assessment and feedback.

Chapter 5:

Coaching and Developing the Learner

Overview: This chapter uses findings from a review of national and international good practices to present the most effective and efficient ways to coach and develop learners. It covers all aspects of the learning-to-drive process from structuring a lesson to making a decision on whether a learner is ready to progress. It explains how the LDT, EDT and IBT Syllabi can be used as the basis for lesson planning and tailoring lessons to meet the needs of individuals.

5.1 Using LDT, EDT and IBT Syllabi

ADIs are responsible for the delivery of the LDT Syllabus. This includes the delivery of the EDT and IBT Syllabi.

The LDT Syllabus is an invaluable tool for developing training plans for individuals at different stages in the learning-to-drive process. Its publication signifies an important shift in emphasis from handling the vehicle to interacting with other road users. Safe and socially responsible driving involves more than being able to control and manoeuvre a vehicle effectively. In fact, it is now recognised that too much emphasis has been put on these skills in the past.

The LDT, EDT and IBT Syllabi all recognise the need to stop simply training people to pass the practical test and instead start preparing them to drive safely and responsibly. This does not mean that the practical test will be harder, but it does mean that training and assessment will need to suit the needs of the learner. In

principle, this should make it more likely that individuals will pass their practical test at the first attempt.

The LDT, EDT and IBT Syllabi provide cADI, ADIs, learners and fully licensed drivers with a common language for planning learning and identifying and discussing learning needs. They will help ADIs to make decisions and decide when a learner is ready to take their practical driving test.

5.2 Identifying learner needs

The first task with any learner is to establish a baseline of current driving skill. This is normally done through discussion and/or conducting a driving assessment. The results will enable you to tailor the training. Research *(for example, Grant, 2002)* has shown that by basing lesson plans on specific learning needs, learners will be more motivated and engaged in the learning process.

Every learner has a different starting point, although there are three broad categories:

1. **Beginners** – Those who have little or no driving experience. In many cases, you will be introducing them to a vehicle and its features and components for the first time. In these situations, a needs analysis cannot realistically be conducted as the learner has no skills and probably very little relevant knowledge upon which to base a decision. These learners need to participate in a well planned and structured programme of instruction.

2. **Partially trained** – Learners who are partially trained will have undertaken some previous instruction and may possess certain driving skills and knowledge. They will have varying degrees of driving experience and have either been referred from another ADI or are returning to learning to drive after a break. Learners in this category need to be assessed to establish a baseline of their current skills, knowledge and experience. You should use this information to make a judgement on which basic skills you need to focus on and consolidate before progressing further.

3. **Near test standard** – Learners who are near test standard are usually looking to acquire the finishing skills needed to pass their driving test or are undergoing remedial training. When a learner is approaching test standard, training routes should enable them to practise and develop their skills and demonstrate appropriate behaviours in a wide range of driving situations and road conditions. A number of mock assessments should be conducted under test conditions and detailed feedback provided on these *(see Chapter 7 for more information on providing feedback)*.

> **Tip:** It is not advisable to use actual test routes. This will give the wrong impression to learners. You are teaching them to drive for life not just to pass a practical driving test. Constant use of the test routes gets in the way of others trying to undergo their test and can cause candidates to become anxious. It also annoys local residents to a point where they complain or may even become aggressive.

5.2.1 How to assess a learner's current skills and knowledge

If the learner tells you that they have some experience driving on the road you will need to ask them some questions to test their claims and find out if the routines they have been taught correspond with the content and the way that you will teach them. Here are some sample questions you could use:

- What gear would you use when emerging right on to a busy road?

- What would you do before signalling to turn a corner?

- Which mirrors would you use just before turning right from a major road into a minor road?

- How many lessons have you had with other ADIs?

- What particular subjects did your previous ADI cover *(for example, roundabouts, manoeuvres or overtaking)*?

- Do you have an EDT or IBT Learner Logbook?

- Do you have any specific problems with your driving *(for example, steering or clutch control)*?

- Have you received any informal lessons from friends or family?

Diagram 2: *Developing a training plan*

Learning
  ↘
  Learning objectives
    ↘
    Training plan
      ↘
      Lesson plans

Once you have established the learner's baseline skills, you will need to identify the gap between where they are now and where they want to get to. The LDT, EDT or IBT Syllabi should serve as a basis for planning training around learner needs and defining specific learning objectives for this. Some learners will want to undertake a lot more lessons than others. Some learners may only want to undertake EDT sessions. This will need to be considered when you are designing the overall learning to drive training plan for a particular learner.

In order to meet learning objectives, a training plan should be developed that reflects the learner's learning needs, including the number of lessons they wish to undertake outside of EDT, and their learning capability. The plan should also focus on strengths and weaknesses and be adjusted to reflect progress. Other considerations include:

- There should be a structured and logical sequence of learning events;

- The plan must be confirmed with the learner;

- The learner should receive a copy of the plan so that they can record details of all personal practice and training.

Tip: If you discover a particular driving problem during an EDT session with a learner who is not intending to undertake any additional training with an ADI, you should recommend that they take one or two additional lessons outside of EDT to help correct the problem and improve their chances of passing their practical test.

5.2.2 Developing individual lesson plans

Quite apart from any requirements of EDT, objectives for the training plan should be organised into short, progressive sections of learning which will, in turn, form the basis of your lesson plans. Each section can be covered in one lesson *(although the learner may take more than one lesson to master the skills)*. A good lesson plan should include the following *(see Appendix G for a sample lesson plan template)*:

1. A measurable outcome;

2. Specific objectives;

3. Specific teaching events that should be covered *(e.g. explanation, demonstration and practice);*

4. Space to record feedback for wrap-up session;

5. Assessment outcomes;

6. Space to record feedback from the learner.

(For more information on structuring lesson plans please see Section 5.5.)

5.3 Learning styles

No two learners learn the same way. Most people have a preferred way of taking in and processing information. Some get more from visual imagery while others prefer verbal explanations. Some tend to try things out and see what happens and others are more inclined to think things through first. This is known as an individual's learning style.

Awareness of learning style differences can help ADIs teach in ways that are effective with most learners by adapting their teaching approach and methods to individual needs. Because learning-to-drive is mostly a one-on-one interaction between the ADI and the learner, it is ideal for this.

5.3.1 VARK learning styles model

One of the most widely-used categorisations of learning styles is the VARK model *(Fleming, 2001)*. This identifies four categories of learning preference as follows:

Visual: *Learners have a preference for seeing information.*

Auditory: *Learners learn best through listening.*

Read/write: *Learners have a preference for gaining information through reading.*

Kinaesthetic: *Learners prefer to learn through actions.*

(For more information see www.vark-learn.com)

> **Tip:** If you feel a learner is having an unusual amount of difficulty with a particular topic or point, it may be an indication that your training approach is not applicable to their learning style.

There are a number of other models which also categorise learning styles, including those summarised in Table 10 overleaf.

Table 10: *Learning models*

MODEL	DESCRIPTION
Kolb (1984)	**Four types of learner:** Converger: Good at making practical applications of ideas. Diverger: Good at coming up with ideas and seeing things from different perspectives. Assimilator: Good at making abstract observations. Accommodator: Good at actively engaging with the world.
Bateson (1972)	**Levels of learning:** Level 0: No learning. Level 1: Trial and error process. Level 2: Corrective change. Level 3: Gaining control, and therefore changing.
Honey and Mumford (1982)	**Four ways of learning:** Activist: Learn best from new experiences or challenges and short tasks. Reflector: Learn best when encouraged to think about activities and carry out detailed research. Theorist: Learn best when they can question and probe the idea. Pragmatist: Learn best when they can try out and practice techniques that have an obvious real life situation.
Gardner (1983)	**Seven multiple intelligences:** 1. Linguistic: Learn best using words and language. 2. Logical-mathematical: Learn best using logic and numbers. 3. Musical: Learn best using music, sound and rhythm. 4. Bodily-kinesthetic: Learn best using physical experience and movement. 5. Spatial-visual: Learn best using images and 3D pictures. 6. Interpersonal: Learn best using human contact, communications, teamwork. 7. Intrapersonal: Learn best using self-reflection and self-discovery.

As an ADI you do not need to have in-depth knowledge of learning models and theory but you will find it useful to have an appreciation of them and how they can be used because it may help improve the effectiveness of your training. Table 11 suggests some teaching aids that can be used for individuals with different VARK learning styles.

Table 11: *Teaching aids for VARK learning styles*

PREFERRED LEARNING STYLE	TEACHING AIDS
Visual learners respond best to training methods that have a strong visual component.	Diagrams with plenty of colours, pictures on hand outs, graphs or pictures to provide visual cues. Practical demonstration of skills that learners can observe and copy. Colour coding of written material to make it more visually stimulating.
Auditory learners respond best to training methods that focus on spoken words and sounds.	Discussions, role plays, explanation from ADI where learners can listen to explanations and discuss the points. Give spoken examples to back up written or visual material.
Read / Write learners respond best to training methods that focus on words.	Text-based inputs or outputs such as reading and writing tasks. These learners like to read information so point them towards any written publications. In addition, they like lists and researching things on the internet so you can set them tasks to write down lists of common driving related issues.
Kinesthetic learners respond best to training methods that include hands-on activity.	Simulator training, practical experience. These learners struggle least with the manipulative skills required for driving because they prefer to learn and master the skill themselves through practice and self-correction.

Whichever model you use, it is important to remember that driving is a skill which means your main training technique is likely to be practical demonstration, creating opportunities for learners to practise and develop themselves and encouraging them to practise their driving skills. Whatever their natural preferences are, a large part of the information and skills learners gain must be achieved through attention and active involvement in the practical driving experience.

5.3.2 Barriers to learning

Learners progress at different rates and training should be structured to reflect this. As well as an appreciation of the learner's preferred learning style, it is also beneficial for the ADI to have an awareness of the main barriers to learning which include:

Emotional states: Some learners may be very nervous, others over-confident. ADIs need to show a lot of patience and understanding with learners who are nervous. More time might have to be spent learning and practising new skills and basic controls. The learner should be allowed to progress at a rate that feels comfortable for them.

Beliefs: These develop as a result of exposure to information or practices. Learners can have an unrealistic belief in their own ability or they might believe they have a 'right to drive'.

Attitudes: These are often reflected in a person's behaviour. They reflect a person's feelings or emotions and are often indicative of previous experiences or the influences of others. Learners can have good or bad attitudes, such

as a very professional or irresponsible approach to other road users.

Age: In itself this should not be a serious issue. Older drivers may have longer reaction times and impaired vision or coordination. The immaturity of younger drivers is also thought to be a contributory factor in novice driver collision rates.

Prior learning: A learner can come to you having had lots of practice with, for example, family members or, conversely, be very poorly informed. They may have had formal instruction from another ADI but if this was undertaken a long time ago it might be out of date or incorrect.

Physical state: This relates to physical abilities, or disabilities. There may be physical handicaps, issues relating to size or stature, eyesight or hearing. Learners need to be monitored for any effects resulting from drunkenness or drug use, injuries, illness or fatigue *(see Chapter 4 for more information)*.

Mental state: This may not be easily detected but look for signs that might suggest the learner is having difficulty coping with their emotions.

Reason for driving lesson: There are a range of instances where the reasons why a learner is undertaking driving lessons might have a negative effective on the learning experience. For example, some learners might not be interested in learning to drive but have to for their job. Others might be in a position where they need to learn to drive very quickly.

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5.4 Training techniques and delivery options

As an ADI you will be involved in training new skills, refining partly learnt skills and assessing previously learnt skills. As each learner will have different needs *(see Chapter 4)*, your training techniques will need to vary accordingly.

This section considers the range of training techniques available to ADIs and when and how to use these. Some lessons will require a mixture of these to deliver the lesson objectives.

5.4.1 Training techniques
The choice of training approach will depend on the specific needs of the learner and what stage they have reached in the learning-to-drive process. Training techniques fall into four main groups, as follows:

- ■ Instructing

- ■ Demonstrating, explaining and practicing

- ■ Question and answer techniques

- ■ Coaching.

5.4.1.1 Instructing
All lessons involve some form of instruction ranging from giving directions to providing detailed descriptions of new skills. It is important that instructions are clear and consistent and pitched at a level that is right for the learner.

Unnecessary jargon should be avoided. Sometimes jargon cannot be avoided, for example using the term 'coasting'

but in such cases make sure you explain the meaning of the term and check the learner's understanding.

Instructions should be given in good time to allow the learner to respond in the prevailing road and traffic conditions.

An important question for all ADIs is how to get the balance right between instructing and enabling the Learner to take responsibility and make their own decisions. Learners differ in their ability to handle the driving tasks presented to them. You should use question and answer techniques to check their understanding before moving them onto more complex tasks and reducing the amount of instruction *(see Section 5.4.2).*

5.4.1.2 Explaining, demonstrating and practising
Demonstrations, explanations and practice sessions are most useful in the early stages of the learning-to-drive process and should be used when introducing skills for the first time.

5.4.1.2.1 Explaining
One of the main techniques used by ADIs is explanations. There are a number of useful techniques, which include:

- ■ Breaking information down into components *(sometimes referred to as sub-skills)*;

- ■ Using memory aids or acronyms to make routines more memorable *(for example, MSMM)*;

- ■ Using word association as a memory aid;

- Slowing or quickening the speed of your speech to match the speed at which you want the action to be carried out;

- Using pauses after important points;

- Using question and answer techniques to confirm learner understanding *(see Section 5.4.2 for more information)*;

- Using visual aids and providing handouts;

- Keeping your explanations short and simple;

- Emphasising the key points.

5.4.1.2.2 Demonstrating

Demonstrations are useful for learners to see actions and skills being carried out first hand which they can then imitate. Demonstrations are particularly useful when teaching a complex task, for example, a driving manoeuvre. They give the Learner a clear idea of what they should be able to do and can be adapted to suit different learning needs and styles *(see Section 5.2)*. Demonstrations should include the following steps:

- Explain the purpose of the demonstration;

- Explain what is going to be demonstrated;

- Provide commentary during the demonstration. Be sure that the commentary is at a suitable level for the learner's ability;

- Keep initial explanations and demonstration commentaries short and simple;

- If it is a manoeuvre or skill, explain its everyday use to the learner;

- Make the demonstration as perfect an example as possible;

- Debrief after the demonstration with key points;

- Allow the learner to ask questions.

(Source: Miller, J., and Stacy, M. (2010))

> **Tip:** Breaking your demonstrations down into smaller components will help learners gain some initial success even if they are struggling with a particular issue or skill. Balanced feedback could then be used to highlight success as well as identify weakness and where more practice will be required.

Commentary driving is a useful technique during demonstrations. It involves describing what you are doing and observing as you demonstrate a skill or progress through traffic. A balance needs to be struck between demonstration and allowing the student sufficient time to practice for themselves.

5.4.1.2.3 Practising

All learners need time to practise skills. This is particularly important following a demonstration. Practice allows a skill to be learnt and perfected. It is essential that it is conducted in a safe and controlled environment.

Practice should follow these stages as the learner progresses through the learning-to-drive process:

Controlled practice: the learner should follow simple verbal commands to carry out the manoeuvre or exercise a skill.

Prompted practice: instruction should be reduced to prompts to allow the learner more scope to take responsibility and make decisions.

Transferred responsibility: prompting should be phased out, leaving the learner to make their own decisions.

A learner of Category B vehicles should be given plenty of time to practise and be encouraged to practise outside of formal lessons with a Sponsor.

5.4.2 Question and answer techniques

The question and answer technique is a useful tool that can be used for training and to test the learner's understanding. Questions can be used to challenge the learner as well as simply test that they have retained information. Questioning should be:

- Appropriate to the stage the learner has reached in the learning-to-drive process;

- Well timed, relevant, reasonable and easy to understand;

- Linked to the situation;

- Linked to previous experiences;

- Based on learner responses;

- Include 'open' questions, which ask, for example, what, where and when, and closed questions which require, for example, factual answers;

- Asked one at a time.

The question and answer technique can be used in any lesson to establish the learner's baseline driving experience and knowledge and understanding of driving theory. This will help to ensure that your training is pitched at the appropriate level. Be careful not to overburden the learner with too many questions at once.

Different questions should be asked at different points during the lesson. At the beginning of a lesson, questioning should be used to discuss learning from the previous lesson.

During the lesson, questions should be asked with full consideration for the driving environment. They should be focused on what is happening inside and outside the vehicle, as follows:

- Questions based on what is happening inside the vehicle should focus on the vehicle's controls and general observations;

- Questions based on what is happening outside the vehicle should focus on hazard perception and actions that need to be taken in response to hazards. Questioning should ensure that the learner sees and understands the environment and takes appropriate action;

- After an incident has occurred which required ADI intervention questioning should be used to help the learner self-analyse their performance;

- After an incident has occurred, you should ask the learner to tell you what they think happened. Open-ended questions are the most appropriate here and should be

used to judge whether the learner has understood what went wrong and why you had to intervene. However, the use of 'why' questions should be avoided as they can come across as being negative and critical. 'Why' questions should be used to promote or reinforce a positive point e.g. *why did that go well for you?*

■ At the end of every lesson you should recap the lesson objectives, state what the learner has achieved, what needs to be improved and what further practice is needed with the Sponsor *(for Category B vehicles)*. Questions should be asked to help the learner self-analyse their performance and should relate to the topic you are going to cover in the next lesson. Remind the learner of any new phrases or routines they have learnt and encourage them to record progress in their EDT or IBT Learner Logbook, if appropriate.

5.4.3 Coaching
Coaching allows the learner to develop in a way that suits their individual needs and requirements. Coaching shifts the training process from one where the ADI is the expert to one where the learner takes more responsibility for their own driving and develops their skills and behaviours in partnership with the ADI.

As you progress beyond the early stages of the learning-to-drive process, coaching should gain greater emphasis in your training approach. This will encourage the learner to be more active and think for themselves.

However, instruction techniques should not be disregarded entirely because you may need to be directive with the learner if they become flustered or find themselves in a particularly difficult driving situation. The main principles of coaching are outlined below:

Creating an equal relationship: Working in partnership with the learner to set objectives, identify weaknesses and improve skills.

Identifying and meeting goals: Goal setting is an important principle in coaching. The learner should be encouraged to plan their own learning and set goals at each stage of the learning process. The learner's existing knowledge and prior experience should be identified before goals and objectives are discussed and set. Where possible, you should link new learning experiences to past ones. This encourages the learner to consider their own progress and any obstacles to obtaining goals.

Raising awareness, responsibility and self-acceptance: The process of raising the learner's awareness and responsibility helps them become more confident in their own ability. This involves empathising, using explanations, slowly becoming less directive and encouraging and praising the learner as they get more confident and make more decisions for themselves.

Addressing 'internal obstacles': When coaching the learner you should address any issues or obstacles affecting their development and progress. You should be sympathetic towards problems and difficulties

learners face when learning to drive. This should be approached with patience and sensitivity.

Authentic, neutral and non-judgemental communication: ADIs should communicate with learners in a neutral and non-judgemental way. Be careful not to criticise the learner too much as this can reduce their confidence and create tensions. Focus on giving balanced feedback and comments *(see Section 7.3)*.

Questioning, listening and reflecting: Questioning should be used to raise awareness about a particular topic or to help the learner reflect on their performance. The use of questions is a major part of the coaching process, with the learner being involved in discovering rather than being told what to do. This is sometimes referred to as a 'learner-centred approach'.

5.4.4 Deciding which training technique to use
This is the generally accepted sequence for learning and developing driving skills and behaviours:

- Basic training;
  - Explanation
  - Demonstration
  - Controlled practice.
- Skill development:
  - Prompted practice
  - Revision
  - Increasing complexity
  - Transferred responsibility.

- Independent driving:
  - The use of skills in real time traffic situations.

> **Tip:** For more information on the use of coaching in driver training refer to the EU coaching project, the HERMES report, available online. See the references at the end of Chapter 5 for details.

5.5 Structuring lessons

This section looks at how to structure lessons for the individual learner. It considers the contents of the LDT, EDT and IBT Syllabi and how these can be used as the basis for developing effective lesson plans for learners at different stages of the learning-to-drive process. It describes how different learner needs can be met and how to select training techniques. It explains how lesson plans should be individualised to include targets and next steps for the Sponsor *(generally for learners of Category B vehicles)*.

5.5.1 Structuring the learning-to-drive training plan
Your training plan should be based on the needs of the individual learner and the number of lessons they intend to undertake with an ADI. It should be developed as early as possible and should provide details of the programme from the first lesson to sitting the driving test, including the delivery of EDT or IBT, and in some cases, post test training *(sometimes referred to as Phase 2 training)*.

Training plans should be flexible so that they can be amended easily according

to how the learner progresses. Many learners will only want to undertake EDT or IBT sessions/modules with an ADI. This requires less planning of the training content and more focus on pitching delivery to suit the learner's specific learning needs. When designing the entire learning-to-drive training plan, you should consider the following:

- What has the learner already covered?

- How is the learner progressing?

- What does the learner need to cover?

- Where will the learning-to-drive training plan need to be carried out?

- When should the main content of the learning-to-drive training plan be delivered?

- How is the available time going to be managed?

5.5.2 Structuring lesson plans

Lessons need to be structured using the learning-to-drive training plan. Each lesson should have specific objectives suited to the learner's progress and needs *(see Appendix G for a lesson plan template)*.

Every lesson should be approached with a clear idea of what you are going to teach and why you are going to teach it, where the lesson is going to take place and how the time available is to be used. The 'GROW' technique can be used to help you provide structure to your lesson plans and their delivery:

G – Goal: What is the goal or objective of the lesson? How does this contribute to the overall aim?

R – Reality: What is the reality of the current situation? What is actually happening now?

O – Options: What could we do to make changes happen? What options do we have?

W – Will: What will we need to do to bring about the required changes?

ADIs need to give careful thought to the preparation and planning of lessons outside of the EDT and IBT sessions. You should use the learning-to-drive training plan to ensure that opportunities are created for the learner to gain relevant experience in an effective and enjoyable way. The way people prefer to learn and the pace of learning varies from person to person - there is no set pattern. When designing lesson plans for individuals you should:

- Take into account the level of ability of the learner when setting objectives for lessons;

- Know in advance what activities are going to take place during the lesson;

- Be prepared to modify lesson plans if problems are encountered as the lesson progresses or if the learner progresses faster than anticipated.

The first lesson is particularly important for making a good first impression and for establishing the learning environment. It provides the basis for the way the rest of the learning-to-drive training plan is delivered. It might

also be used by the learner to decide whether they wish to undertake their driver training *(including their EDT sessions)* with you.

The learning environment should be informal and collaborative. You should be working with the learner to set learning objectives and evaluate progress after each lesson. Here is an example of how a lesson plan can be structured.

Beginning

■ Greeting;

■ Establish readiness for today's lesson *(fitness etc)*;

■ Recapping on the previous lesson;

■ Stating the objectives and aims;

■ Establishing prior knowledge and understanding through question and answer techniques;

■ Setting the baseline according to the above.

Middle

■ Follow the pattern of explanation, demonstration and practice;

■ Apply the appropriate teaching, instructing and coaching skills;

■ Create opportunities for learning to take place through practice.

End

■ Give appropriate feedback in a summary, including praise for procedures and routines learned and carried out correctly;

■ Look forward to the next lesson and set homework tasks for the learner.

> **Tip:** Setting 'homework', for example, reading pages 12-20 of the 'Rules of The Road', will help learners stay focused on their learning and prepare better for their next lesson.

An important part of structuring lessons is the planning of routes and selection of training aids. The sections below give advice on how to approach these activities.

5.5.3 Route planning

Route planning is an important element of lesson planning. It requires understanding of the lesson objectives, the local conditions and the level of ability of the learner. A route should not expose learners to unnecessary, or unfamiliar, risks which can adversely affect the success of the training or their confidence. When planning and selecting routes for a learner, you should consider the following points:

■ The level of ability of the learner;

■ The objectives for the lesson;

■ The particular hazards or features that need to be included or avoided;

■ Time available;

■ The danger or inconvenience to other road users *(typically avoiding a school area during opening and closing times)*;

■ Nuisance to local residents.

You must not use test routes. These are usually busy with other training vehicles and give the learner the wrong impression. You should make the point

that you are teaching the learner how to drive for the rest of their lives, not just in their home town or on test routes.

Training routes and areas tend to fall into three main categories: novice, intermediate and advanced. It is important to have an idea of which type of route is appropriate for each learner. Select routes that will ensure that they can cope with the conditions.

5.5.3.1 Novice routes

A novice route should be used until the learner has mastered the basic skills of driving and you are comfortable that they can control the vehicle. These routes may, at least, include off-road venues and should normally include long, straight, wide roads that do not have too many other road users. The roads should be long enough to allow for progression through all the gears, have several upward and downward gradients, left and right-hand bends and left turns from main roads onto side roads. They should not include too many parked vehicles, pedestrian crossings, traffic lights or roundabouts.

> **Tip:** Take time in developing lesson plans to familiarise yourself with the local area and current traffic and weather conditions – especially in areas that you are not familiar with.

5.5.3.2 Intermediate routes

There may be some overlap between novice and intermediate routes.

Intermediate routes should include busy junctions and normal traffic conditions. They should include traffic lights and basic roundabouts, crossroads and junctions with 'stop' and 'give way' signs, several uphill, give-way junctions and areas for turning.

5.5.3.3 Advanced routes

Advanced routes should be used to progressively extend the learner's ability and experience. They should give the learner experience of as many different traffic and road conditions as possible. Routes should include level crossings, dual carriageways and one-way streets, different types of pedestrian crossings, roads with varying speed limits, multi-lane roads *(to practise lane selection and lane discipline)* and urban, residential and rural roads.

(Source: Miller, J., and Stacy, M, (2010))

> **Tip:** Driving routes should expose learners to a range of typical driving situations. It is not helpful to only use rural road settings for someone who will be driving in busy urban areas. Encourage learners to practise in a variety of driving situations and conditions outlined in the LDT Syllabus.

5.5.4 Training aids

Training aids can be introduced into a lesson to improve learning and maintain interest. Such training aids can include flashcards; images of driving situations *(such as magnetic road layouts that can be used to illustrate driving and/or road situations)*; a steering wheel trainer; clutch demonstrator and

prompt cards. These can all provide a visual representation of a real driving situation and give meaning to unfamiliar objects, concepts and situations.

The problem with introducing training aids is that they are not always fit for purpose. Sometimes the best training aid is a pencil and blank piece of paper. This allows you to draw the exact driving situation and build up a picture of the driving situation you are explaining. You can make training aids more interactive by asking the learner what else needs to be considered – and then draw any relevant points as they recount them. Before using a training aid you need to be certain that it will help you achieve the learning objectives more easily. If you are sure, then make sure it is clearly visible: words are legible, sounds are pleasantly audible and samples are hygienic and not unpleasant to touch.

5.6 Deciding when a learner is ready to progress

As the learner progresses through lessons with an ADI and undertakes practice outside of formal lessons they will become more and more proficient at driving. The ADI should be able to recognise when the learner's driving is reaching a standard that would be assessed as 'consistently safe and socially responsible'. It is important to remember that this is not necessarily recognition of when someone is capable of passing their practical driving test.

5.6.1 Judging a learner's competence to drive safely and responsibly

The objectives of your lesson plans provide a good starting point to check if the learner is at a suitable standard. If the learner is consistently and independently meeting the learning objectives without prompting from you, then that is a good indication that they are a safe and socially responsible driver. Make sure that the learner has the opportunity to demonstrate driving skills in a number of challenging road situations. This will test the learner's competence further and provide you with more information about their readiness to take the practical driving test. In addition, you should continue to quiz the learner on their driving theory knowledge.

You should also encourage the learner to assess their own ability to take *(and pass)* the practical driving test. The learner can review current RSA materials, which set out the test standard, and self-analyse their competence against the requirements.

5.6.2 Mock practical driving test

Once you believe that the learner's driving is reaching the required test standard, you should dedicate at least one lesson to a mock driving test. This should be recommended to learners who only intend to complete EDT session with an ADI. The most obvious reason for conducting a mock driving test is to see how a learner will perform under driving test conditions. A practical driving test is not the same as a driving lesson: the learner can become very nervous when the stakes

are higher and their driving ability may be affected. Another reason for carrying out a mock test is to see how the learner copes with no input or support from the ADI.

Allow the learner to experience 'independent driving'. Typically this could involve them following a set of instructions from a satellite navigation aid or by you simply saying 'now take me to the railway station'. You will need to know that the environment, including signage or their own local knowledge, will allow for this.

The ADI should play the role of the Driver Tester, acting in the same way a Driver Tester would. You should conduct a full mock test and use the same language and terms that are used in a real driving test *(see Appendix F for a list of terms used by Driver Testers in the practical driving skills test)*. It is important to use these terms in mock practical driving tests and in formal lessons so that learners become accustomed to them. It is advisable to take notes on the learner's performance. The test should take at least 40 minutes and cover a wide variety of traffic situations as similar as possible to those that will be encountered in a real test. The current practical test for Category B vehicles covers the following areas:

- Questions on the Rules of the Road *(including identifying road signs);*

- Demonstrating hand signals;

- Reversing round a corner;

- Turning about in the road;

- A hill start;

- Driving approximately 8 kilometres in a variety of road and traffic conditions.

A learner's driving is formally assessed *(as part of the practical driving test)* in the following situations:

- Moving off;

- Driving in traffic;

- Stopping and reversing around a corner;

- Turning about, to face in the opposite direction;

- Starting on a hill;

- Road positioning;

- Overtaking and passing;

- Anticipation and observation;

- Use of mirrors and signals;

- Progress speed;

- Compliance with traffic lights, road signs and markings;

- Use of the vehicle controls *(accelerator, clutch, gears, brakes and steering);*

- Use of secondary controls such as wipers, de-misters etc.

Mock tests should not be carried out on an actual test route because this would limit the range of driving conditions and the range of road hazards the learner is exposed to.

Once you have completed the mock test you should ask the learner how they felt it went. This encourages the Learner to self-analyse their own driving skills and knowledge and develop a more accurate picture - under pressure and without your support - of the standard they have reached.

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After the learner has told you how they thought it went, you should give them a full debrief on their driving skills and behaviours. This is a vital piece of feedback and should be a realistic and balanced summary of how well the learner met the driving test standards, so you may need to refer to your notes. You should praise the things that the learner did well and tell them which areas might need more work and why – these areas should form the basis of the next lesson or practice session with their Sponsor *(if applicable)*. Look out for the following errors because these are the most common reasons that learners fail the driving test:

- Inadequate observation moving off, at junctions, at roundabouts and when changing lanes;
- Failure to anticipate the actions of other road users;
- Incorrect road position on the straight, on bends, turning left, turning right, at roundabouts and when overtaking;
- Inadequate progress at junctions, roundabouts, on the straight and when overtaking;
- Incorrect or inadequate use of mirrors and signals;
- Non-compliance with traffic controls, for example, road signs and markings and traffic lights;
- Incorrect, inadequate or inappropriate use of vehicle controls, including gears, clutch, accelerator, steering, handbrake, footbrake and secondary controls;
- Excessive speed for the road or traffic conditions;

- Failure to yield the right of way to others;
- Lack of competence in the reverse and U-turn manoeuvres;

After the first mock test, it is usual to give a remedial lesson or two focusing on areas where errors were made. Further mock testing is then required to make certain that the remedial work has been fully effective.

5.6.3 Driving test practicalities

You must be familiar with the testing process and should be able to explain what the learner should expect on the day of their practical driving test. The learner needs to be aware of the following:

5.6.3.1 Test requirements

To sit the test, a learner must have held a valid learner permit for at least six months on the day of the test *(in the case of first time learner permit holders, the code 991 will be printed under the restrictions/information section of the learner permit opposite the vehicle category).* This only applies to cars, motorcyclists and works vehicles. A learner must have completed any relevant mandatory sessions. *(See Chapter 3 for more information on IBT for motorcyclists and EDT for car drivers.)*

The learner must also have the use of a suitable vehicle. *(See Appendix A for a list of representative vehicles for the driving test.)*

Changes to the specification for vehicles presenting for practical driving tests. One major change is the requirement for a 'Real Total Mass' for

some vehicles. The RSA post a notice inside each Driving test centre detailing these requirements, ADI's should check regularly to ensure they are properly informed.

5.6.3.2 The test appointment

Appointments for driving tests are issued on a first-come, first-served basis approximately one month in advance of the test. The appointment will indicate the time, date and venue for the test, together with conditions which must be met.

Testing is conducted at many test centres throughout the country. Where possible, a learner's test will be arranged for the centre they nominate on the application form.

The driving test can be conducted in the Irish language.

5.6.3.3 Vehicle roadworthiness

The following must be displayed on the vehicle:

- Current valid motor tax disc, NCT /CVRT disc and insurance disc *(if applicable)*;

- 'L' plates front and rear *(a rectangular plate or sign bearing the letter 'L' not less than 15cm high in red on a white background and a border of at least 2cm)*. Motorcycle learners must wear an 'L' tabard.

Vehicles used as taxis or hackneys are not permitted to be used as driving test vehicles unless the appropriate rate of Vehicle Excise Duty has been paid, that is, Class Private. Vehicles hired under a hire agreement are

not generally insured for a driving test. Accordingly, persons using such a vehicle must present to the Driver Tester a letter from the vehicle hire company specifying that the person is insured for the purposes of undergoing a driving test.

The vehicle must be in a roadworthy condition at the time of the test and meet the following requirements:

- Tyres should, upon visible inspection, comply with Road Traffic Act requirements *(minimum tyre tread depth requirement is currently 1.6mm for a car)*;

- Loads should be properly secured and all loose objects inside the vehicle must be secured before the test;

- No passengers or pets are permitted to be carried during the test;

- The windscreen should be clean and free from visual obstructions, including excessive cracks. Vehicles presenting for a test with tinted front windscreens and/or front passenger and driver door glass will be acceptable for test purposes only where the tinting is part of the original manufacturer's build and specification - that is, the glass should be clear to the naked eye;

- All vehicles presented for a driving test must have a safety belt fitted to the front passenger's seat. The belt must be fitted to the manufacturer's specification and be in good working order;

- The passenger door on the Driver Tester's side should be working properly and, in particular, it should be possible to open the door from the inside as well as the outside;

- The suspension should not be defective;

- The brake and indicator lights should be tested to ensure they are working efficiently. All indicator lights should be clearly showing amber;

- The handbrake should be in good working order;

- Any warning lights indicating a malfunction or a defect that shows before or during the test may lead to the test not being conducted or completed;

- There should be no leakage, into the vehicle, of exhaust fumes;

- All vehicles presented for a driving test must have a head restraint fitted to the driver's and front passenger's seat;

- As vehicles presented for a driving test are regarded as an enclosed workspace, all vehicles must be smoke free in accordance with the Public Health *(Tobacco)* Act, 2004. As this Act also covers environmental tobacco smoke, test candidates are asked not to smoke in the vehicle before the driving test;

- The vehicle should have reasonably clean seating or seat covering, that is, free from excessive dust or dirt, dampness or moisture. For safety reasons, broken or unstable seats are not acceptable for test purposes.

5.6.3.4 Use of an interpreter

If the learner has difficulty communicating in English, or is deaf or hard of hearing, they can have an interpreter/assistant with them during some parts of the test. This does not include the on-road practical part of the test. The learner will need to inform the RSA in advance of the day of their test that they will have an interpreter/assistant with them. An ADI is not permitted to act as the interpreter.

5.6.3.5 Day of the test

The learner should be present in the test centre before the appointed time of their test. If they are late, the test may not be conducted and the fee may be forfeited. Test applicants need to wear suitable footwear during the practical driving test. Flip flops or beach sandals or other backless type footwear or barefoot driving is not acceptable.

The Driver Tester will check the learner's learner permit to establish that it:

- Belongs to the learner;

- Is current;

- Is for the correct category of vehicle.

Ensure you are familiar with the contents of the RSA leaflet 'Final Checks for Your Driving Test' as many test appointments are cancelled each year due to non-compliance with various RSA requirements. By being familiar with these requirements

you will be able to make checks and ensure your learners do not lose their test appointment and incur additional costs.

> **Tip:** Print copies of the RSA leaflet 'Final Checks for Your Driving Test' and hand one to each learner at least two weeks prior to their test appointment. Doing this will increase your learners' chances of being properly prepared on the day.

5.6.3.6 Repeating the test

If the learner fails their test, the Driver Tester will highlight the issues that have lead to the failure (on the electronic tablet) and a report will also be issued providing the detailed aspects of the driving that caused the learner to fail. The Driver Tester is not permitted to discuss the actual test results.

The learner will receive a certificate indicating that they failed the test. This certificate must be kept if the learner wants to renew their learner permit.

If a candidate is not happy with the way their test was conducted they can complain to the Road Safety Authority – visit **www.rsa.ie/Utility/Contact-Us/Complaints-Form/**. A candidate also has the right of appeal to a District Court if they believe that their test was not conducted properly. The High Court has recently clarified the legislative provision and such appeals at District Court will focus on whether or not the test was conducted in accordance with the standard procedures for practical driving tests as determined by the RSA. In such cases the Court cannot change

the test result but can order that the candidate be retested.

The Driver Tester report form should be used by the ADI to de-brief the learner on their performance in the driving test. The report form should also be used to provide evidence for continuing training and for giving advice on obtaining a full licence.

5.6.3.7 Passing the practical driving test

After the learner has passed their test, they will be issued with a Certificate of Competency which can then be exchanged for a full driving licence at their NDLS office. The certificate must be submitted to any NDLS office within two years of the date of issue, otherwise it will expire.

> **Tip:** Advise your learners that if they do not submit their certificate within two years they will have to restart the whole process. They should exchange it straight away or they will lose out on other privileges such as being able to hire a car.

5.6.3.8 Dealing with pressure to book your learner's test

ADIs can come under pressure from the learner and their family to facilitate a practical test date earlier than when the learner is ready. This is often because of the cost associated with learning to drive and the eagerness to start driving alone. However, you should reiterate that it will not be safe to be awarded a driving licence before they are really ready. *(More information about the standard procedures for the driving test is available as part of the*

ADI Information pack and on the RSA website.)

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Chapter 6:

The Sponsor

Overview: This chapter describes the role played by Sponsors in the learning-to-drive process: it is specific to ADIs of learners of Category B vehicles. It describes how the ADI and Sponsor can support each other throughout the learning-to-drive process, how Sponsors can help develop safe and socially responsible drivers and why their role is being promoted in the delivery of EDT. It describes the importance of integrating Sponsors in the design of the overall learning programme and individual lesson planning. Finally, it suggests ways in which the ADI can support and advise the Sponsor to ensure that a consistent and clear message is being conveyed to the learner in their formal lessons with an ADI and during supervised practice with their Sponsor.

6.1 The role of the Sponsor

Sponsors play an important role in the learning-to-drive process for learners of Category B vehicles. They enable learners to have supervised practice in the driving skills and knowledge they have learnt in formal lessons with an ADI in a wide range of driving conditions and environments. They enable the learner to gain valuable driving experience and become more proficient in controlling the vehicle *(Harrison, 2004)*.

Ideally, a learning-to-drive programme will be designed and delivered by an ADI and supplemented by the supervised practice lessons the learner has with their Sponsor. This process is actively promoted by the RSA in the delivery of the LDT and EDT Syllabi. EDT is designed specifically to allow time between sessions for practice with a Sponsor, or with an ADI if a Sponsor is not available. Sponsors are encouraged to comment on the learner's progress in the EDT Learner Logbook. The RSA requires an ADI to keep copies of EDT

or IBT Learner Logbook entries *(top sheet)* for at least two years so that it can review and check the quality of feedback being provided. *(For more information on the EDT and IBT, see Chapter 3.)*

The ADI should, wherever possible, use the Sponsor in the delivery of training. As with training delivered by ADIs, the benefits gained from supervised practice will be dependent upon the relevance and quality and the amount of supervised practice a learner undertakes *(Twisk and Stacy, 2007)*. Therefore, the ADI should encourage learners and Sponsors to undertake as many supervised practice hours as possible and advise them on the content of this learning. To this end, the following steps can be taken:

■ The quality of the Sponsor's input to the development of the learner's skills and behaviours can be enhanced by offering the Sponsor support and advice on coaching techniques;

- Supervised practice can be improved by engaging the Sponsor in the development of the learner's learning-to-drive programme and by keeping the Sponsor informed of progress. The EDT Learner Logbook gives ADIs space to make suggestions about the content of supervised practice sessions;

- The number of supervised practice hours can be increased by formally agreeing supervised practice hours with the Sponsor after each session. In particular, the importance of supervised practice between EDT session needs to be emphasised to both the Sponsor and the learner. Research conducted by Vic Roads in Australia has found that supervised practice hours are vital in producing safe and socially responsible drivers. Learners taking 120 hours or more of supervised driving practice had significantly reduced crash rates, particularly so with young novice drivers *(Macdonald, Bowland and Triggs, 1992).*

(More information on supporting and advising the Sponsor can be found in Section 6.3. More information is also available on the RSA website.)

6.1.1 Developing safe attitudes towards driving

In addition to supervising learner practice, Sponsors play an important role in helping learners develop safe and socially responsible attitudes towards driving. In fact, results from research have shown that when parents are involved in the learning-to-drive process they tend to exert a positive influence on the learner's attitudes towards driving *(Ginsburg et al, 2009).*

Parental involvement is thought to be most beneficial in changing learners' attitudes to driving under the influence of drink or drugs, as well as in countering poor driving behaviour after the Learner gains a full licence *(Keating and Halpern-Felsher, 2008).*

It is important that as an ADI, you take full advantage of the Sponsor's support in this regard, although this is often difficult in practice.

6.1.2 Supporting the Sponsor and learner relationship

Unlike the ADI–learner relationship, the Sponsor will, in most cases, already have a pre-existing relationship with the learner. Whether this is, for example, a parent–child relationship or a non-family friendship, they will already have a preferred way in which they communicate and interact with each other. This established relationship can lead to interpersonal conflict because the Sponsor will be taking control of the learning process. The parent–learner relationship sometimes makes criticism and instruction difficult.

The nature of the Sponsor–learner relationship is an important factor in the amount of benefit a learner will gain from supervised driving sessions. It will be dependent largely on the learner's willingness to take instruction and accept criticism from the Sponsor.

Tip: ADIs should encourage learners to choose a Sponsor that they not only get on well with but from whom they will also be able to accept guidance and constructive feedback. Remember the learner can have more than one Sponsor.

6.1.3 Getting the mix of ADI and Sponsor instruction right for the learner

You should work with each Sponsor to find the best mix of formal ADI instruction and Sponsor supervised practice that best suits the learner. Learning with a Sponsor and an ADI has positive and negative aspects. The main benefits of good quality supervised driving are:

■ Young novice drivers gain experience in a wide range of driving conditions;

■ Some aspects of driving, such as visual scanning, managing distraction and self-restraint might become more automatic;

■ It provides an opportunity to emphasise the importance of safe driving behaviour.

Although Sponsor supervised driving is generally considered to be beneficial, it will not necessarily have a positive effect on all learners. Research shows that some, less able learners seem to progress more effectively with ADIs *(Emmerson, 2008; Hall and West, 1996; Groeger and Brady, 2004)*. More advanced learners are thought to benefit more from practising already-learned driving skills with a Sponsor. This suggests that different learners will benefit from different mixes of formal tuition and informal practice. A single approach to teaching and supporting learners will not be as effective as a tailored regime which takes account of individual learner's aptitudes and preferred learning styles.

6.2 Types of Sponsor

Various people are eligible to undertake the role of the Sponsor for a learner. Each Sponsor will have a different approach to training a learner. This section considers who might act as a Sponsor and the different approaches they might take to coaching a learner.

6.2.1 Who can be a Sponsor?

Sponsors are usually in a better position than ADIs to make sure learners gain supervised practice in, and exposure to, a wide range of driving situations because they are not as constrained as ADIs by time or by the cost of lessons.

A Sponsor can be a family member, friend or an ADI. In most cases, the Sponsor is a family member, usually a parent. Learners can have more than one Sponsor, but there should only be one official Sponsor for each practice session. A good Sponsor should:

■ Show interest in the learner's progress;

■ Provide encouragement;

■ Reinforce that safe driving takes persistence, patience and practice;

■ Assure the learner that they have the skill and experience to handle difficult road situations;

■ Avoid overloading the learner with too many complex questions or tasks at the same time – they need to be certain that the learner can cope with the demands being placed on them.

6.2.1.1 Legal requirements

You need to be aware of the legal implications of being a Sponsor and explain these to learners and their Sponsors. In summary, they are:

- It is an offence for a Learner Driver to drive unaccompanied by a Qualified Driver. The learner driver and the owner of the vehicle may be fined. The vehicle may be detained by An Garda Síochána.

- Learners wishing to drive outside of a driving lesson with an ADI must be insured to drive the training vehicle;

- Learners must clearly display regulation L plates, both front and back of the practice vehicle;

- Learners must hold a valid learner permit.

- Sponsors must have a full valid driving licence and have held the licence for at least two years. Ideally the sponsor should have a substantial amount of experience covered in their own driving (50-100,000 km).

6.2.2 Types of Sponsor

Supervising a learner can be an emotionally stressful activity for the Sponsor. Just as there are different types of learner *(see Chapter 4)*, so there are different types of Sponsor who will differ greatly in their approach to supervising the learner. Some Sponsors will be comfortable and confident in coaching a learner whereas others might have reservations about the level of responsibility and many will find the task frustrating. The Sponsor's approach to training

the learner will be affected by the following.

6.2.2.1 The nature of the Sponsor–learner relationship

The majority of learners will have a positive experience when undertaking Sponsor-supervised practice. However, supervised practice can be a highly stressful experience for some learners and Sponsors. This can be particularly true of parent–teen relationships.

> **Tip:** Ensure that Sponsors understand exactly what the role of the Sponsor involves. They should feel confident in their ability to fulfil the role, especially if it is a parent-teen relationship.

6.2.2.2 The Sponsor's previous driving experience

Most Sponsors will be experienced drivers. Some Sponsors may not enjoy driving themselves and might have had bad driving experiences resulting in them being nervous and unenthusiastic drivers.

6.2.2.3 Preconceived expectations of the learner

Sponsors may have their own ideas and expectations on how quickly the learner should progress. This will be based on their own learning-to-drive experience and their expectations of the learner.

6.3 Supporting and/or advising the Sponsor

It is essential that the ADI and the Sponsor deliver clear and consistent messages to the learner. This section suggests how an ADI can provide support and give direction and advice to Sponsors. It reviews areas where a Sponsor might need extra guidance on driver training. It identifies some common Sponsor driving habits to look out for in the way that learners develop.

6.3.1 Conveying a consistent message

It is important that ADIs try and foster a productive relationship between themselves, the learner and their Sponsor. This will improve the effectiveness of training by ensuring that all parties are working towards the same goals and objectives.

A key challenge for ADIs is to encourage Sponsors to use up-to-date information and training methods. You need to be proactive in advising them on what skills need practice and on what attitudes and behaviours to focus on at different stages.

Sponsors may have learnt to drive ten, twenty, or more years ago. Some Sponsors may not be aware of changes to the Rules of the Road or in driving

practices: for example, not changing down through the gears on braking, but selecting the appropriate gear for the new speed that braking has created or that the highest gear is not used just for driving on motorways.

The suitability of the supervised practice lessons delivered by the Sponsor can be enhanced by inviting them to sit in on a formal driving session. This will allow you to demonstrate training methods and driving situations that work well for the learner. Also, it gives the Sponsor an insight into the overall learning-to-drive process and the requirements of the EDT. This can be particularly beneficial when dealing with complex driving situations and skills, for example, negotiating junctions, and reduces the likelihood of the learner becoming confused by mixed messages and delivery.

6.3.2 Providing support to Sponsors

Different Sponsors will require different levels of support and guidance. This might range from simply directing them to relevant guidance materials to giving them advice and tips on specific coaching techniques.

6.3.2.1 Guidance material

The RSA has developed a range of support and guidance materials to help Sponsors better understand their role in the learning-to-drive process. A list of these can be found on the RSA website.

In addition, a number of good resources have been developed internationally. New Zealand, a number of states in Australia and the USA all encourage the use of Sponsors in the learning-to-drive process and have published some

useful materials. These are referenced at the end of this chapter.

6.3.2.2 Giving advice
Some Sponsors may want specific advice on how to plan and guide practice sessions. Here is a list of common problems faced by Sponsors and some suggestions on how you can deal with them.

6.3.2.3 Planning training
Safety features: The Sponsor might need to add a passenger-side rear-view mirror so they can see behind the training vehicle without turning around. These are usually suction-cup mounted and can be easily fitted and removed.

Progression: You want to be sure that the Sponsor is not practising in traffic systems, weather conditions or driving situations that are too advanced for the learner. This is particularly important at the beginning of the learning-to-drive process when the learner might not have fully mastered the basics of braking and vehicle control. You should ensure that the Sponsor knows the current skill level of the learner.

The EDT Learner Logbook should be used to communicate the learner's progress and next steps. The ADI should also regularly discuss the learner's progress with the Sponsor following a driving lesson.

The IBT Modules have different time durations assigned to them. These can be broken down into shorter sessions to suit learner capabilities and circumstances.

Route planning: Sponsors might need help in planning training routes that will cover recently acquired skills. Route selection will depend on the learner's ability and stage in the learning–to-drive process. In the early stages, the learner should be taken on relatively clear and undemanding routes until they have built up confidence and mastered the coordination skills needed *(see Section 5.5.3.1 on novice routes)*. As the learner reaches the more advanced stages of the learning-to-drive process, you should encourage the Sponsor to cover as many of the following as possible:

- Driving on a dual carriageway;

- Driving on an urban one-way system, with turning arrows marked on the road;

- Stopping for pedestrians at a pedestrian crossing;

- Waiting at a yellow box junction;

- Reversing into a parking space.

(Source: Road Safety Authority (2010))

6.3.2.4 Delivering training
Commentary driving: You might suggest that the Sponsor asks the learner to comment on the road ahead and point out any likely hazards as they are driving. This gives the learner practice at actively observing what is happening around them and will enhance their observation, anticipation and judgement skills. The Sponsor could do the same whenever they are driving with the learner.

Length of training lessons: You should alert the Sponsor to the problems that

occur if their practice lessons with the learner are too long. Supervised practice should end before the learner gets too tired to concentrate because mistakes could start to be made and confidence could be lost. *(Source: http://www.freewaydriving. co.uk/Accompanying%20Learner%20 Drivers%20PDF.pdf, retrieved on February 7th 2011.)*

6.3.3 Common Sponsor driving habits

An ADI whose learner is undertaking supervised practice with a Sponsor should look out for poor driving habits that the learner is developing. The most common ones are:

- Short cuts in the use of the controls;

- Incorrect steering;

- Following distance;

- Misunderstanding or out of date knowledge of the Rules of the Road;

- Out of date recommended driving methods, for example, no longer having to change down through every gear when slowing.

You need to spot bad habits early and correct them before they become difficult to change. *(Source: Queensland Government (2010))*

6.3.4 Transferring responsibility

Some young drivers have reported having trouble managing blind spots after they started driving independently because their parents had taken responsibility for dealing with these during supervised driving. As suggested by Groeger and Brady (2004), novice teens may not fully develop their skills in scanning the driving environment and other important safe driving habits during the supervised driving period because they rely on verbal feedback provided by their Sponsors.

Tip: Discuss this with Sponsors and explain that it is a common problem they should be aware of. Suggest that as the learner becomes more advanced, the Sponsor should reduce the amount of verbal feedback they give during practice sessions.

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Chapter 7:

Assessment

Overview: This chapter focuses on how informal assessments can be used by the ADI during the learning-to-drive process. It includes methods for assessing a learner's progress and gives advice about how best to provide feedback on the results.

7.1 Assessing competence

This section describes the benefits of assessing learners' competence. It starts by referring back to the LDT, IBT and EDT Syllabi *(these are discussed in more detail in Chapter 3)* which underpin the contents of both formal and informal learner assessments.

7.1.1 Competence-based assessment

Competence-based assessment forms the basis of most vocational training. Assessments are based on the actual skills and knowledge that a learner can demonstrate. In order to make the assessment meaningful, you need to compare the learner's performance with an objective standard – the required standards of safe and socially responsible driving are set out in the LDT Syllabus. The major differences between competence-based assessment and other forms of assessment are as follows:

- Competence-based assessment is criterion based – a person is assessed not in competition with others but against standard criteria or benchmarks. It looks at what they can do well, not just mistakes and faults;

- Competence-based assessment is evidence based – decisions about whether a person is competent are based on the evidence they provide, in this instance to the ADI;

- Competence-based assessment is participatory – the person being assessed is involved in making decisions about how the assessment process is structured and what type of assessment is involved.

7.1.2 Making decisions and judgements

When conducting an assessment, there are a series of questions you can use to help make decisions and judgements about the learner's performance. When the learner is not demonstrating the required level of competence, you should ask yourself the following questions:

- Why do I think there is a performance problem?

- What behaviour, or lack of behaviour, have I observed?

- What is the difference between what is being done and what should be done? Is this difference important?

7.2 Types of assessment

Two basic types of assessment are used in the learning-to-drive process:

- **Formative assessments**, carried out by ADIs, Sponsors and learners themselves as part of self-analysis. These assessments give results immediately and generally there is no pass or fail mark.

- **Summative assessments**, carried out by RSA professional Driver Testers during the practical driving test and also as part of the Driver Theory test.. These assessments generate a pass or fail decision.

The ADI is responsible for assessing the progress made by the learner and judging when they are ready to move onto the next stage of development or to undertake a summative assessment. This will involve you undertaking continual, low-stake formative assessments.

Formative assessment is a reflective process designed to promote learner attainment. It is integral to the LDT, EDT and IBT and provides crucial feedback to ADIs and learners.

Assessment results inform ADIs about the effectiveness of their training and they inform learners about how well they are doing and indicate what should be done next.

Formative assessments *(Bloom et al, 1971)* should be used to enhance learning, not to allocate pass or fail decisions. Embedded in instruction, formative assessments are considered a part of instruction and the instructional sequence. They produce:

- **Non-threatening results** – Formative assessments are scored but not graded. Learners can assess their own performance and are encouraged to ask questions about the assessment and the material covered by the assessment.

- **Direct and immediate feedback** – Results of formative assessments are produced 'on the spot'. ADIs and learners get them immediately. ADIs get a view of learner performance while learners find out how well they have done.

- **Structured information** – ADIs can judge success and plan improvements based on the formative results. Learners can see the improvement in their progress and experience. Both ADIs and learners learn from the assessment results.

- **Ways to improve** – Summarised formative results provide a basis for the ADI to re-visit competence topics in a particular unit of the LDT Syllabus if necessary. Learner responses provide a basis for giving them additional experiences in areas where they performed less well.

7.2.1 How to carry out formative assessments of learners

In any driving lesson, there will be different opportunities for you to track the learner's progress and check their understanding. The most common ones are discussed overleaf:

7.2.1.1 Observing driving performance

The best way to get immediate feedback on the learner's performance is to watch what they are doing. You can ask them to show you, for example, how to overtake stationary vehicles safely.

Before commencing an observation or informal driving assessment, the ADI should agree with the learner what will be involved in performing the tasks. The route should be pre-planned, unless it is for independent driving, and should be used for all similar assessments. This allows you to compare individual outcomes and perhaps identify common errors and deficiencies within a group of learners. The assessment route must reflect the full range of local driving conditions and the learner must be exposed to all of the situations outlined in the LDT, EDT or IBT Syllabi. During the assessment, all observations should be recorded in an unobtrusive and systematic manner.

7.2.1.2 Asking questions

When an ADI intentionally asks comprehension questions during a driving lesson, they are using a formative assessment technique. Incorporating questions into a lesson plan helps the ADI quickly identify when the learner does not understand the topic of the lesson. You can then use the questions to start a discussion of their understanding of how, when, why and where decisions are made and subsequent actions are taken. It is an informal and fast way to assess learner awareness and knowledge.

7.2.1.3 Quizzes

Quizzes may seem like summative assessments because they can be graded and learners could associate them with 'tests'. However, a quiz can easily become a formative assessment. In order for this to be the case, you may want to consider letting learners retake the quiz to earn a higher grade. This way you allow the learner to come to an understanding of the quiz material.

7.2.1.4 Homework

Homework can be an ideal way for learners to practise what they have learned in their driving lessons. When ADIs use homework as a formative assessment, they should focus on its completion rather than it being done correctly. Reviewing written descriptions of practice carried out with a Sponsor is a good way of identifying areas that need improvement or re-teaching. You can use homework as a topic for further questioning and discussion and it is useful to link homework to what is planned for the next lesson. The EDT and IBT Learner Logbooks provide a mechanism for recording feedback on homework.

> **Tip: Homework can include:**
>
> - **Reading a chapter in the Rules of the Road that relates to the next lesson;**
> - **Reading and/or reviewing other relevant publications and online materials;**
> - **Activities to encourage self-analysis;**
> - **Practising specific skills with a Sponsor *(Category B only).***

For learners, self-analysis includes both self-assessment and self-reflection. Self-assessment will take the form of observations of their own driving performance, while self-reflection will take the form of questioning themselves about their skill level, behaviour and attitude to driving. The best learners are those who have a realistic idea of their own strengths and weaknesses.

7.3 Giving feedback

The purpose of giving feedback to learners is to let them know how well they are progressing, where improvements are needed and what needs to be done to reach the required standard. Constructive criticism and review encourages the development of a healthy rapport and confidence.

Different types of feedback exist. The two most common types are 'performance-orientated' and 'learning-orientated'. The purpose of performance-orientated feedback is to evaluate someone's progress by identifying their skills shortfalls and what needs to be learned to improve performance. Learning-orientated feedback is about giving specific and timely instruction that is descriptive rather than evaluative. In general, learners tend to find learning-orientated feedback more helpful. The sections below focus on how you can best give learning-orientated feedback to learners.

7.3.1 What makes good feedback?
The characteristics of good feedback are universal and can be used in a number of different situations. As a general rule, the most effective feedback is balanced, timely and specific to an individual's needs and deals with one piece of changeable behaviour at a time.

7.3.1.1 Balanced feedback
It is extremely important that feedback is accurate. Simply recording words like 'Good' or 'Very Good' in a learners logbook or training record provides them with no value whatsoever. More importantly it could lead to learners wrongly believing they have a higher degree of competence and therefore take on risk that they may not be ready for. Section 7.3.1 has set out the main points to consider in structuring good feedback. Consistently following guidelines on effective feedback whether verbal or written will help promote effective learning and may assist ADI's when under scrutiny.

Getting the balance right between giving positive and negative feedback is very important. Learners are more likely to accept criticism and act if they first receive positive feedback. You should therefore always start your feedback by telling the learner what they have done well before addressing what they have done not so well.

Negative feedback needs to be delivered carefully and be constructive. Constructive feedback helps people learn from their mistakes and make better decisions. It should point out how poor behaviour can be corrected and how weaknesses can be converted into strengths. Feedback should be given in a non-judgemental way and with consideration to the learner's

capabilities. Statements that are likely to cause defensive reactions should be avoided.

7.3.1.2 Timing

As a general rule, the sooner the feedback is given after the action, the better. The timing of feedback will depend on the learner's capabilities, which should have been assessed before starting the training process. Feedback should not be given when it may cause a distraction at a critical time or during a complex driving situation. For example, learners with cognitive impairments may not be able to process information if there are distractions in the environment. In this case, feedback should be given during the wrap-up session at the end of a lesson. The wrap-up session is an important time to go over the lesson objectives with the learner. Otherwise, time should be set aside during the lesson to stop the vehicle in a safe location and give feedback.

Try to develop a discussion about how well the learner feels they are meeting the learning objectives. This will help get the learner into the habit of conducting self-analysis.

Finally, there is also an opportunity to give feedback during reviews, on a weekly or monthly basis.

7.3.2 Giving feedback to suit individuals' needs

ADIs need to modify how they give feedback to learners – a 'one size fits all' approach will not be effective. As discussed in Section 5.3, each learner will have a preferred learning style.

Where possible, learners should be taught and given feedback in their preferred style. You should try not to give feedback in the least preferred learning style. For example, when giving feedback to a visual learner you should consider using training aids such as flashcards, magnetic training aids, maps and images to help demonstrate what you are trying to say.

7.3.3 Matching feedback to different types of learner

The approach you take to giving feedback needs to be adapted to the type of learner you are dealing with. For example, as mentioned in Chapter 4, you may work with learners with cognitive or physical disabilities or hearing difficulties, or with learners who have English as a second language, are anxious, over-confident or elderly.

In the very first session, you need to establish a baseline of the learner's capabilities and identify any impairment(s) which may affect their ability to understand the feedback you give them. Identifying their preferred learning style will help to establish the best way of delivering feedback. Your listening skills are essential here – you will need to ask questions and listen to what the learner has to say, to enable you to identify the best methods of delivering feedback.

7.3.3.1 Giving feedback to a disabled learner

Giving feedback to a learner with a physical disability should not differ from giving feedback to a learner with no physical disability. You should be

sensitive to the learner's disability but cautious about adopting an approach that could seem to be patronising.

It is very likely you will encounter learners with more common cognitive disabilities such as dyslexia and ADHD. You should ensure that you understand the type of disability the learner has and how it limits their ability to learn. You should then tailor feedback accordingly.

On the whole, feedback given to learners with cognitive disabilities should be encouraging and aim to build and enhance the learner's confidence. You should avoid information overload and distractions. In particular, giving feedback whilst driving should be avoided. Instead, you should stop the vehicle as often as necessary during the lesson, preferably immediately after the action. Training aids that complement the learner's preferred learning style should be used to illustrate points and aid communication. You should ask the learner how helpful they thought the feedback was and modify your feedback approach accordingly.

7.3.3.2 Giving feedback to an older learner

Feedback given to an older learner should be carefully considered, encouraging and supportive. You should phrase it in a way that is not likely to cause distress. You should use memorable phrases and images to achieve understanding so that the learner remembers the information.

7.3.3.3 Giving feedback to people who are anxious

Feedback given to anxious learners should be encouraging and reassuring. If it is too direct, it may have a negative effect and produce greater anxiety. It may be necessary to give feedback more often or at regular intervals.

7.3.3.4 Giving feedback to people who are over confident

Over-confident learners may find it difficult to deal with negative feedback. You should look for signs of denial - an over-confident learner may be inclined to disregard negative criticism. They may also become argumentative or defensive; you should discourage defensiveness and withdraw yourself from any arguments.

Tip: Ask an over-confident learner to explain why they feel their actions are correct or best practice and examine possible alternatives. This involves the learner and provides them with an opportunity for self-analysis.

7.3.3.5 Giving feedback to people who have English as a second language

When giving feedback to learners who have English as a second language, verbal feedback should be clear. Terminology should be kept as simple as possible. You should use open-ended questions to ensure they have understood. Feedback should be given at shorter intervals - this will make it easier for the learner to understand and absorb the information.

You should use training aids to support your explanations; visual training aids work best.

7.3.3.6 Giving feedback to people who are hard of hearing

When giving feedback to learners with hearing difficulties, you should aim to use simple and straightforward words, speak clearly and try to reduce background noise. Verbal feedback should be accompanied with written feedback to ensure it has been understood. For example, you could write notes during the driving lesson and give them to the learner at the end of the lesson. Training aids could be useful here too - progress charts, for example, are good for demonstrating progress and faults.

7.3.4 Scope of feedback

Feedback should be detailed and focus on observations you made during the lesson. You should aim for descriptive feedback – based on objective observations of what happened and how it was right or wrong – rather than evaluative feedback, which is your opinion on what happened. Vague generalisations are not helpful. Questioning should be included in the feedback process. Open-ended questions will involve the learner in the feedback process and help them understand and remember main points from the lesson. Questioning is a good way of confirming that the learner has understood what has been taught, and encouraging them to ask you questions.

The RSA recommends that when giving feedback, an ADI should:

- Care about what you say or write and how you say or write it;
- Believe in yourself in what you have to say or what you have written;
- Create and maintain rapport;
- Listen to and maintain a dialogue;
- Offer feedback as close as possible to the event;
- Discuss one piece of changeable behaviour at a time;
- Be clear and concise;
- Use memorable phrases and images;
- Be specific and constructive;
- If critical, concentrate on the present, then the future; not the past;
- Involve rather than dominate;
- Be descriptive not judgemental;
- Target what can be changed and suggest how this might happen;
- Share ideas and information;
- Use your skills and knowledge to suggest ways forward;
- Check learner understanding;
- Motivate, enthuse, enable, empower;
- Agree a course of action.
- Ensure learner can read and understand the feedback provided in their logbook or training record.

7.3.5 Using training aids in feedback

Training aids can be a great help when giving feedback. There is a range of training aids available to ADIs. For example, flashcards; images of driving situations *(such as magnetic road layouts that can be used to illustrate driving and/or road situations)*; roundabout cards; full colour lesson recaps; a steering wheel trainer; clutch demonstrator; prompt cards; and so on. The key is not to overuse aids but to choose them according to the needs of each learner. For example, using several different training aids for delivering feedback to a dyslexic learner could cause information overload and make it harder for the learner to understand and memorise feedback. Similarly, if using training aids with a learner with no impairments, you will need to choose aids that will help process the information in their preferred learning style. For example, it would not make sense to choose magnetic road layouts to illustrate a driving situation to an auditory learner.

7.3.6 Giving feedback to a Sponsor

You will need to tailor your feedback to the knowledge level of each individual Sponsor, addressing areas where you have noticed a need for improvement. When delivering constructive feedback to a Sponsor, you will need to have suggestions for improvement ready.

As mentioned in Chapter 6, feedback should cover those areas that commonly cause problems for Sponsors.

- How to plan training with regard to:
  - Safety features
  - Learner progression
  - Route planning.
- How to deliver training with regard to:
  - Commentary driving
  - Length of training sessions.
- How to find and use up-to-date information on learning to drive.

Feedback to Sponsors should include:

- What the learner has done well;
- Poor driving habits that you have noticed developing;
- Areas where, in your opinion, the learner needs more practice and ways that the Sponsor could support these.

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PART **4**

RUNNING YOUR OWN BUSINESS

OVERVIEW: ADIs need to be more than good drivers with good training skills. They need to be able to run their own business, run a franchise or manage customers for a Driving School.

This part of the handbook focuses on the business management and customer care skills needed to be an effective ADI.

Chapter 8:
Business Management

8.1 Business Administration

This section sets out the administrative requirements ADIs need to meet regardless of their employment status. It looks at the records they should keep and the duty of care they have for their learners.

8.1.1 Appropriate vehicle

It goes without saying that ADIs should have a vehicle that reflects well on the professionalism of the Driving Instruction Industry. After all, your vehicle is the most visible selling point you have because a large number of potential customers see it every day.

At the very least, your vehicle should be roadworthy and maintained in a condition that will encourage new learners to undertake lessons with you. When driving the training vehicle outside of formal lessons, you should lead by example and always drive in a safe and socially responsible way.

8.1.1.1 Choosing a vehicle

There are clear financial benefits involved in keeping and modifying *(by the addition of dual controls)* your current vehicle rather than buying a new one. However, if you do decide to buy a new one there are some things you should bear in mind:

■ Small hatchbacks are popular because there is little overhang under the rear window, making it easier for learners to judge distances for parking.

■ Smaller vehicles are easier to manoeuvre;

■ Not all vehicles can be used for the practical driving test *(see Appendix A for a list of representative vehicles for the driving test)*;

■ Make sure that dual controls are available for the model of vehicle, especially if it is a new model *(not applicable to motorcycles)*;

■ Think about whether you want a petrol or a diesel powered vehicle. Diesel vehicles are less likely to stall, which can give your customers confidence early on in their learning-to-drive experience. However, learners may be driving a petrol vehicle once they have passed their test so it is important that they know the difference between vehicles using different types of fuel;

■ The steering wheel should be height adjustable and power assisted if possible;

■ Secondary controls *(such as indicators, light switches, etc.)* should fall easily to hand. Some ADIs advise against buying a vehicle with indicators on the right-hand side of the steering wheel. Learners may have difficulty if the vehicles they are practising in at home have the indicators on the left-hand side of the steering wheel;

- The windows in the vehicle should be large, to provide the learner with the best possible opportunities for good observation;

- The door mirrors should be large and electrically adjustable;

- Instruments, especially the speedometer, should be easy to see and to read. On some vehicles, the speedometer is not clearly visible from the passenger seat. This may mean that you will need to buy an auxiliary instrument that can be fitted where you can see it;

- Interior lighting should be good as you will be carrying out some lessons in the dark;

- Where possible, you should try to ensure that the vehicle has air conditioning. Keeping a cool and ambient temperature in the vehicle is important in providing a professional service to learners. While it may be acceptable to open the windows to control the temperature when you are driving alone, this makes it very noisy and off-putting for a learner.

8.1.1.2 Dual controls
You need to make sure that your training vehicle has dual controls fitted. There are several firms in Ireland that supply them. If you buy them new you can arrange to have them fitted at home or at a local garage. There are two types of dual controls – rod controls and cable controls. Most ADIs prefer rod dual controls. With the rod type, you can have them set up to move or not to move the passenger-side pedals as the learner depresses and releases the pedals. With cable pedals operated by the driver, the dual controls remain static until operated by the ADI. Whichever dual control system you decide to use, you should check every six weeks or so that the controls are all moving freely, in case they need lubrication or adjustment.

8.1.1.3 Legal documents
There are several legal documents that you must make sure are up-to-date and displayed clearly in your vehicle. *(See Section 2.1.2 for a list of these.)*

8.1.2 Keeping records
This section covers the two main types of records that ADIs need to keep, namely learner records and business records.

8.1.2.1 Learner records
A good, professional ADI is one who knows exactly what point in the learning-to-drive process each of their learners is at. This knowledge is essential for ADIs to adapt driving lessons to the individual learner's requirements. However, it would be unreasonable to expect a busy ADI to remember every detail of all their learners' strengths and weakness. For this reason, it is important that ADIs maintain sufficiently detailed, up-to-date records on their learners. The EDT or IBT Learner Logbook provides the main basis for this and can be used in a variety of ways, including:

- To record learner progress towards the EDT or IBT learning objectives;

- To help Sponsors structure supervised practice sessions *(EDT only)*;

- To help the ADI identify specific skills practice requirements.

As well as the EDT or IBT Learner Logbooks, it is advisable to keep records of any other lessons undertaken by learners and what the contents of these lessons were. Make a note of the time of day that the lesson took place, the route that was used and what further practice, if any, is needed. Rate how well they completed the objectives of the lesson in terms of:

- Topic introduced;

- Learner under full instruction;

- Prompted practice;

- Degree of independent driving.

It is advisable to complete the records for each learner at the end of every lesson if you can or, if that is not possible, at the end of each day. The longer you leave it, of course, the harder it will be to remember each individual lesson.

In the case of the EDT or IBT Learner Logbook, you should complete it at the end of each EDT or IBT session so that the learner can leave with their Learner Logbook up-to-date.

All ADIs delivering EDT or IBT sessions will be required to submit electronic records of lesson delivery to the RSA via a purpose-built portal. In order to access and use the portal, all ADIs must provide the RSA with an email address. *(For more information on the ADI portal see Section 8.1.3.)*

8.1.2.2 Storing records
You can store learner records either electronically or on paper, as it suits

you. The important thing is that your files are kept securely, in a manner that complies with the requirements of the General Data Protection Regulation (GDPR). If an ADI has any concerns on the retention of personal data or any issue relating to GDPR they should make contact with a local Data protection officer or a local Citizens Advice Bureau.

If you decide to keep your own electronic records, make sure you keep a back-up copy in a safe place.

If you prefer to keep paper records, make sure the files or folders you use during lessons are secure in the vehicle. In the event of a collision or sudden braking, you do not want anyone hurt by a moving folder of paper. A good storage solution for paper records is the 'pilot' type of case which can sit on the floor behind the front passenger seat.

At the end of each day, you need to remove all lesson records from the vehicle. If the records are electronic, make sure they are password protected and kept in a secure, locked room. If the records are on paper, you should keep them in a locked cabinet which can only be accessed by authorised personnel. A breach of confidence could have legal implications and may well cause damage to your reputation.

8.1.2.3 Business records
The maintenance of relevant and accurate records is a cornerstone of any successful and professional business. The ADI role is a customer facing one and as such, the most important business records you will keep are those relating to your customers.

A diary is essential. It will allow you to organise your working week around you and your customers' many and various obligations. It will also form part of your accounts and should be kept up-to-date and available for inspection by the Office of the Revenue Commissioners. Diaries and other records should be kept in a safe place for at least seven years.

If you receive advance payments for lessons, it is important that you keep an accurate record of these, in case of subsequent enquiries. The main ways of keeping such records are an A4 or A5 diary or by using:

■ A notebook or tablet computer;

■ A mobile telephone or Personal Digital Assistant *(PDA)*;

■ Microsoft Office Outlook, on a laptop or PC, which you can use to print daily, weekly or monthly schedules as required.

The records you keep will show how many hours you have worked. This is essential information for your employer or manager if you are employed, or to support your submissions to the tax authorities at the end of the tax year.

Terms and conditions should be made available to learners. They should cover subjects such as advance payments and refund and cancellation policies and will help in the event that a complaint is made about you to the RSA.

You should also keep your financial records in good order, producing and filing them at least weekly. It is good practice to keep a spreadsheet of payments received and expenditures and update this at the end of every week. Retain all your expense receipts

and always fill in your cheque stubs. When you record business transactions, give each transaction a number and put that number on the receipt and the cheque stub.

Opening and maintaining a separate bank account for your business is essential. Do not let your personal and business monies get mixed up. Aim to bank your money as regularly as possible – you can transfer money from your business to your private account easily either by cheque or online.

8.1.3 Computers and the internet

All ADIs will be required to maintain records of EDT and IBT session delivery on a purpose-built web portal. To gain access to the portal, ADIs will need to have an e-mail address.

The portal enables ADIs to upload details of completed EDT or IBT sessions. It also functions as an important information resource for ADIs. It can be used to check learner records of ED*T (including if and when they have changed ADIs),* order Learner Logbooks, replace lost Learner Logbooks and register serial numbers of Learner Logbooks to different ADIs. It is essential, therefore, that ADIs become familiar with using a computer and the internet if they are not already.

Tip: If you are not confident or you are unfamiliar with using a computer or the internet, you should consider taking a course at your local college. This should give you the basic skills you need to use the online portal and promote your business on the internet.

As an ADI, the majority of your learners will be young and are likely to be regular users of the internet and email. You should think about how you can use these tools to communicate with your current and potential learners and potential ways of marketing your services to the young learner market. You should consider the following:

- **Email address:** It is essential that you have an email address and check your email inbox on a regular basis. This will not only become a requirement of the RSA but will provide you and your learners with a way of communicating with each other. It is simple to set up and involves minimal costs;

- **Company website:** Producing a company website is relatively straightforward. It is a low cost and highly effective way of promoting your business. You may decide it is worth enlisting the services of a web designer. This will ensure your website works well and looks professional.

- **Facebook page:** Facebook is a social networking website. This is free and easy to set up. It will allow learners to research your services and communicate with you and other learners. Satisfied customers can also comment on your service and recommend you to other Facebook users.

- **Twitter:** Twitter offers another social networking tool to promote your business. It enables users to send and read messages and interact with others. It is free to set up and can be used to keep current

and potential learners up-to-date with your service.

8.1.4 Health and safety

8.1.4.1 Risk assessment and control

The Health and Safety Act is intended to prevent accidents and provide a safe working environment for employees. These regulations apply equally to the self-employed, who have a responsibility to themselves for their own safety and an important obligation to their customers in terms of creating a safe working environment and using safe working practices.

Understanding the basic principles of risk assessment and its place in health and safety management is, therefore, essential for ADIs.

The requirements placed on ADIs to carry out risk assessments are not too demanding. As a minimum, you should:

- Look for the hazards associated with your work;

- Decide who could be harmed by those hazards and how;

- Identify how you manage the risks at present and what further steps might be required to reduce the risks further;

- Record the findings of the above assessment and inform anyone you think is at risk of the steps you are taking to control the risk;

- Review the risk assessment on a regular basis.

This five-stage approach complies with the current good practice

recommendations from the Health and Safety Authority.

The RSA does not expect you to carry out an in-depth risk assessment but you should use the five-stage approach to consider how you can reasonably reduce any risks created by your training vehicle. It is mostly about using your common sense to ensure that collisions and incidents do not happen. Here are some examples of how you could reduce the health and safety risks associated with your vehicle:

- When you arrive to pick up a learner, take the key out of the ignition. This will prevent the learner from turning on the engine before you are ready;

- Always make sure the learner approaches the driver door from the rear of the vehicle so that they are facing oncoming traffic;

- Check that the learner is comfortable when they are in the vehicle. Make sure the seat is adjusted to a suitable height and that the learner is not too hot or cold.

All ADIs delivering IBT must conduct a mandatory risk assessment of the proposed training activities including site, classroom and related plans. This information should be used to determine the ratio of learners to ADIs when conducting on-site training; this must not exceed 4:1.

Experienced, risk-aware ADIs are likely to mitigate lots of individual risks without even realising it, so the best rule of thumb is to be prepared!

8.1.4.2 Smoking in the vehicle

One significant health and safety risk you must be aware of is smoking in the vehicle. The Public Health (Tobacco) Act 2002 states that you must not smoke in your place of work. The law was introduced to save lives and prevent illnesses caused by the inhalation of second-hand tobacco smoke. This means that ADIs must not smoke in their training vehicle. This has important benefits. The RSA is keen that ADIs promote a professional image and service to learners – this includes ensuring that the training vehicle is kept clean and in good condition and does not smell of tobacco smoke. This reflects well on you and your business.

8.2 Business development

This section of the handbook is aimed at ADIs who will be running their own business. It is not expected that all ADIs will need competence in these areas but it is worth looking at for reference.

8.2.1 Managing employed staff

This section is aimed at ADIs who are or will be responsible for employing and managing staff.

8.2.1.1 Contracts

If you are hiring someone new or taking on a new job yourself, the only way to prevent misunderstandings and to make sure that both employee and employer expectations are understood clearly is to have a written employment contract. Employment contracts do not need to be in writing to be legally valid but writing down the terms of the contract will cut down on any potential misunderstandings or disagreements later on.

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An employment contract should be entered into when an offer of employment is accepted. A number of rights and duties, enforceable through the courts, arise as soon as this happens.

When putting together an employment contract, you should keep in mind the following points:

1. Try to keep the wording in a contract as simple and straightforward as possible;

2. State who the contract is between. Include the legal name of both the employee and the employer or business and make sure that contact details such as addresses, telephone numbers and email addresses for each party are up-to-date and complete;

3. Outline the terms and conditions of employment. Include the dates of employment, the position and the duties involved. The more specific you are, the better;

4. Define the salary of the employee. Record the gross annual salary. Include details of any bonus payments and the criteria that will be used to determine these;

5. Set out the policies and procedures for taking holidays, claiming expenses, and reporting sickness;

6. Add any specific agreements, statements or clauses. These might cover confidentiality, exclusivity or probation periods;

7. Outline how the agreement can be terminated. Explain what actions will not be tolerated from the employee and what would result in immediate termination. Include information on the procedure for giving notice of the termination of the contract;

8. Sign the employment contract. For the contract to be legally binding, both parties must sign the contract.

(Source: www.eHow.com)

If you are employed as an ADI, there are a number of things that you should do before you sign your own employment contract:

■ Read the contract very carefully;

■ Highlight anything that is ambiguous or vaguely worded for further clarification and/or possible deletion;

■ List any additions you feel are necessary;

■ Discuss all changes to the contract with the other party or parties;

■ Make sure any requested changes have been added prior to signing because verbal agreements can be very tricky and are not always binding;

■ Review the contract again, prior to signing;

■ Keep a signed copy of every contract that you sign.

Remember that you can always ask a lawyer or family member to check the contract before you sign it. This way you can make sure that the content is exactly what you expect it to be.

8.2.1.2 Recruitment and selection

This section gives advice and guidance on the basic procedures ADIs should use to ensure that their staff are employed on a fair and professional basis and have the knowledge, skills and aptitudes to perform the ADI role.

All organisations need to plan carefully when recruiting staff. Careful planning helps to ensure that recruitment and selection is consistent, appropriate and unbiased. It also increases the chance that you will identify the most suitable person for a role.

It is good practice for an employing organisation to develop a standard recruitment policy. The stages of recruitment generally comprise the following:

- Identifying a vacancy;
- Defining role requirements;
- Advertising a vacancy;
- Short-listing candidates;
- Interviewing candidates;
- Making a selection decision.

These stages are dealt with below, in turn.

8.2.1.2.1 Identifying a vacancy

Vacancies generally arise through two circumstances:

- An existing ADI leaves the organisation or;
- The organisation grows or expands.

Where a vacancy arises because a current ADI is leaving, a review should be conducted to determine whether tasks can be re-assigned to other ADIs or are no longer required. If tasks cannot be reassigned then a vacancy should be formally identified and a recruitment process started.

8.2.1.2.2 Defining role requirements

You should always define the requirements of the role you are recruiting for before trying to find someone to fill it. In the case of the ADI role, a full set of possible requirements is defined in the ADI Framework.

The ADI Framework provides a description of the skills, knowledge and attributes required by an ADI. You should review the ADI Framework carefully and decide what applicants must have, what is desirable and what you are prepared to offer training in. This will generate the basic information you need to produce a person specification which should cover the following areas:

- **Job related qualifications** – this should define the level of education the job requires, including professional or technical qualifications.

- **Experience** – this should define the relevant experience the job requires, including the type, level and quality of experience.

- **Knowledge** – this should define the type and depth of knowledge the job requires. Consideration should be given to what type of knowledge it is reasonable to have upon entry to the job.

- **Personal attributes** – this should cover those personal attributes

that the job requires. Careful consideration should be given to identifying those attributes that are essential to successfully undertaking the job. In addition, care should be taken before including requirements that might disadvantage or discriminate against anyone.

- **Job specific requirements** – this should cover all requirements specific to the role that do not relate to any of the above categories but are necessary for an individual to successfully undertake the job, for example, a willingness to work at weekends or during evenings.

8.2.1.2.3 Advertising a vacancy

The success of a recruitment and selection process will be determined by whether the right candidates apply for the role. Choosing an appropriate method for attracting candidates will increase the chances of attracting the right type of people *(as defined in the person specification)*.

The job description and person specification should determine the content of the job advertisement. The following factors can determine the success or failure of a recruitment campaign and should be considered before placing an advertisement:

- Local employment conditions: for example, levels of unemployment, potential pool of qualified or experienced staff;

- Pay and conditions relating to the area;

- Willingness to attract a less qualified pool of candidates that could be trained;

- Capacity to train unqualified ADIs.

Advertisements should be clear and designed to appeal to everyone, using positive images and wording. They should include the:

- Job title;

- Key points from the person specification;

- Job location;

- Reward package;

- Details of how to apply.

8.2.1.2.4 Shortlisting candidates

The next stage in the selection process is shortlisting candidates. This involves reducing the number of candidates to a number it is practical to take forward to interview. To shortlist you can clearly make use of information you have collected from candidates, either in the form of a curriculum vitae (*CV*) or application form. Applications should be sorted by reviewing them against the criteria in the person specification. Candidates who fail to meet the criteria can be rejected, unless otherwise agreed by those involved in the selection process. Those who do meet the criteria can be added to the shortlist.

8.2.1.2.5 Interviewing candidates

Shortlisting should be completed as soon as possible after the application deadline and interviews carried out within a reasonable timescale. Delays at this stage may result in you losing the best candidates.

Before you carry out interviews there are some important things that you should do:

- ■ Familiarise yourself fully with the job role;

- ■ Familiarise yourself with the candidate's written application;

- ■ Use the person specification to develop selection criteria;

- ■ Use the selection criteria as the basis of the interview questions *(which should be decided in advance)*;

- ■ Decide how many interviewers will be carrying out the interview;

- ■ Decide how you will make notes throughout the interview;

- ■ Make sure the interview room is suitable *(appropriate size, quiet and has good ventilation and heating, and a clock to help keep the interviews to time)*.

During the interview make sure that the candidate is as comfortable as possible – offer them some refreshments and make sure they are not too hot or cold. You should introduce yourself and explain the interview process. Ensure that the candidate understands how long the interview will take, what they will be expected to do and when they will be able to ask any questions that they might have.

8.2.1.2.6 Making a selection decision

At the end of the interview process you will need to decide who the best candidate is for your ADI role. This is a crucial decision and it is important that you carefully and systematically weigh up all the evidence you have collected during the recruitment process.

On offering a role to someone, you will have to carry out checks on the following:

- ■ References from previous employers;

- ■ Eligibility to work in Ireland;

- ■ Medical condition and eyesight;

- ■ Driving licence.

Be careful: the person you choose will be representing you and your business.

8.2.2 Sales and marketing

Getting your sales and marketing right is crucial to the success of your business. Creating a marketing strategy will help you identify potential customers and target them with appropriate products or services. Using the correct sales techniques will help you turn interest in your service into paying customers.

ADIs on the ADI Register may use the Road Safety Authority's ADI logo. Such use must be in accordance with the 'Branding Guidelines' for using the logo issued with the full permit and certificate of registration. Copies of the guidelines are available from the RSA ADI Unit. Using the ADI logo on the outside of your vehicle will help promote awareness of ADI services among the general public.

It is recommended that you carry out some basic market research which will help you to get to know your potential

customers. There are three main ways of doing this: Surveys, Focus Groups and Personal Interviews.

8.2.2.1 Surveys

Surveys enable you to sample the views and preferences of people in your target market. The larger the sample, the more reliable your results will be. The different methods of conducting a survey are described below:

- Individual person surveys are one-to-one interviews typically conducted in high-traffic locations such as shopping centres. They allow you to present people with descriptions of your services and gather immediate feedback. Individual person surveys can generate response rates of more than 90%, but they are expensive in terms of the time and labour involved.

- Telephone surveys are less expensive than individual person surveys, but costlier than mail. Due to consumer resistance to relentless telemarketing, convincing people to participate in telephone surveys has become increasingly difficult. Telephone surveys generally yield response rates of 50% to 60%.

- Mail surveys are a relatively inexpensive way to reach a large audience. They are much cheaper than individual person and telephone surveys, but at best they only generate response rates of 3% to 15%. Despite the low return, mail surveys remain a cost-effective choice for small businesses.

- Online surveys usually generate unpredictable response rates and unreliable data because you have no control over the respondents. However, an online survey is a simple, inexpensive way to collect anecdotal evidence and gather customer opinions and preferences.

8.2.2.2 Focus groups

In focus groups, a moderator uses a scripted series of questions or topics to lead a discussion among a group of people. These sessions take place at neutral locations. A focus group usually lasts one to two hours, and at least three groups are needed to get balanced results.

8.2.2.3 Personal interviews

Like focus groups, personal interviews include unstructured, open-ended questions. They usually last for about an hour and are typically recorded.

Focus groups and personal interviews provide more subjective data than surveys. The results are not statistically reliable which means that they usually don't represent a large enough segment of the population. However, focus groups and interviews yield valuable insights into customer attitudes and are excellent ways to uncover issues related to new services.

Tip: It is a good idea to see what approach your competitors are taking and whether their approach is successful. Take a look at the literature they have produced and the markets they are targeting.

By using these methods you can gain valuable insights on your potential customers. This is essential because unless you clearly understand what your customers want, it will be difficult to persuade them to use your Driving School instead of another.

Once you have established your customers' needs you can start to sell your services, using appropriate advertising techniques and making full use of RSA branding. As mentioned earlier, your vehicle is often the best way to attract new customers so make sure that it is clean and well presented with clear, sensible advertising displayed. The name and telephone number of your business should be prominent. You can also use business cards, brochures or leaflets. These should set out the details of your business in clear terms and should include contact information. You could include an incentive for people to use leaflets by including some form of discount on presentation of the leaflet. You can use newsletters to promote interest in your Driving School. The newsletter could include information about the driving tests, information about your prices, who you are, your code of practice and your terms and conditions.

You can also advertise in your local newspaper, although this can be expensive.

Finally, the increasing use of the internet is proving a popular way to attract new business. You can develop a low-cost, basic website which shows your business details, your lesson fees, terms and conditions, courses, contact details and general information.

Above all, the key thing to remember is to make sure that any advertising you do is completely honest, accurate and straightforward. You should avoid any inaccurate or misleading claims relating to your qualifications or your pass rates.

8.2.2.4 Lesson fees

Lesson fees vary widely across the country. You should investigate the range of lesson prices in your area and pitch your fees initially in the middle of these until you become known and your good reputation spreads. You can then gradually increase your lesson fees.

If you adopt a cut-throat approach to lesson fees and undercut your opposition, you should be aware that other ADIs might not be too friendly towards you. Undercutting their fees considerably will not encourage them to welcome you into their area or into their local association. Remember, it is likely that you will be talking to them each time you meet at the test centres so it's important to build good relationships. You also need to be careful about your profit margins. Undercutting may lead to financial losses and being too cheap may affect your reputation with Learners and Sponsors.

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Chapter 9:
Customer Care

Overview: Chapter 9 looks at the importance of delivering good quality customer care and explains why it is an essential part of being a professional ADI. Good instruction delivered with good quality customer care can enhance your reputation, increase sales and boost profitability. Recommendations are made on how to project a professional image, how to conduct business in a professional manner, how to keep up-to-date records and how to deal with enquiries and complaints. These are consistent with the RSA ADI voluntary code of practice.

9.1 Customer care

Customer care is an important consideration for any business and it is of particular importance for ADIs. Customer satisfaction is an important asset for ADIs. A satisfied customer will contribute a great deal to your business. Their personal recommendations to friends and family are the most cost-effective and successful ways of advertising your services and recruiting new customers.

It is unlikely that you will be the only ADI operating in a single location. In most areas, learners can choose between Driving Schools and individual ADIs. This means you are competing for business and need to think of ways you can give added value to the customer, keeping in mind that the customer may not always be the learner. It is common for parents to pay for their child's driving lessons and they will be looking for value too. Four key aspects of customer care are discussed below:

1.   Personal appearance and conduct;

2.   Punctuality and time-keeping;

3.   Dealing with enquiries;

4.   Dealing with complaints.

9.1.1 Personal appearance and conduct

An ADI should always have a professional but friendly manner. You should give the learner your undivided attention at all times. Mobile phones should not be used during a lesson and this includes hands-free or bluetooth devices. Best practice is to switch the phone to 'silent'. *(Refer to the RSA publication 'Mobile Phones and Driving' for further information.)*

It is important to respect the learner's personal space and to avoid physical contact at all times. This is particularly true where a male ADI is giving instruction to a female learner or vice versa. It can lead to behaviour being misinterpreted. *(Refer to the RSA ADI voluntary code of practice for further information.)*

Working in a confined space means that close attention should be paid to personal cleanliness and presentation of the training vehicle. This includes

keeping body odour, appearance and breath to a good standard as it can otherwise detract from a positive learning experience, as can an untidy or unclean vehicle. Smokers should be aware of the effect smoking can have on the smell and appearance of themselves and the training vehicle. The ADI training vehicle is considered a place of work and it is therefore illegal to smoke inside the vehicle *(see Public Health (Tobacco) Act 2002 for more details)*. The smell of stale smoke can be particularly off-putting for the learner. *(For more information refer to the ADI voluntary code of practice.)*

> **Tip: Acting in a professional manner will help you to develop and maintain a good reputation within the community and with your customers.**

9.1.2 Fitness to drive

As an ADI you must be legally 'fit to drive' whilst at work. An ADI will need to drive the training vehicle at some stage during a regular working day. Being 'fit to drive' means, amongst other things, not being under the influence of alcohol and/or drugs or being otherwise impaired, including being fatigued. Being unfit to drive sets a very poor example to learners. A conviction for driving under the influence of drink and/or drugs *(including some prescription medications)* or refusing to provide a specimen may result in immediate withdrawal from the ADI register. *(For more information on fitness to drive see Section 4.2, Chapter 4.)*

> **Tip: A learner will notice if you are not fit to drive and may, quite rightly, decide to have lessons with another Driving School or ADI. They will also talk to friends and family about this which may damage your reputation as a professional ADI. They may also report you to the RSA.**

9.1.3 Punctuality and record keeping

It is essential to meet deadlines and appointments in a dependable and punctual manner. An ADI should be on time for all lessons. It is unacceptable to keep a learner waiting. If you are going to be delayed by more than five minutes, you should inform the learner as soon as possible. You may not think that five minutes is a long time to wait, but your customers will.

You should maintain an effective booking and recording system. This will help you to be punctual for appointments and lessons and organise the working week. It should allow you to record lesson times and dates as well as record learner progress.

> **Tip: When booking lessons, schedule time between each lesson to record the previous learner's progress, review your next lesson plans and travel to your next appointment.**

The records can also be used as part of your annual accounts and should be kept up-to-date and available for inspection by the Office of the Revenue Commissioners.

9.1.3.1 Appointment cards

It is good practice to issue appointment cards to learners. This will avoid any confusion about the times and dates of lessons for both the ADI and the learner. Appointment cards should record the following:

■ Learner's name;

■ Time and date of the lesson;

■ Name of the ADI;

■ Record of payment;

■ Cancellation policy.

(For more information on record keeping see Chapter 8 on business management.)

9.1.3.2 Cancellations

Cancellations will happen and can have a serious, negative effect on your income. You should consider this when taking on a new learner and when scheduling working hours. It is good practice to have a cancellation policy and to ensure that your learners are aware of the terms and conditions of this. This can be easily communicated to the learner in the first lesson and on the back of appointment cards. Below are a number of steps you could take to reduce the likelihood of last minute cancellations:

■ Schedule the learner's lessons for the same day and the same time each week. This will make it less likely that they will forget the lesson or double book;

■ Make sure the learner is aware that you have a busy schedule and you might be unable to rearrange lessons at the last minute;

■ Involve Sponsors in the scheduling of lesson dates and times;

■ Ask for payment of lessons in advance;

■ Use SMS text messaging to remind learners of their lesson times and dates. This is an effective way to communicate with younger learners.

9.1.4 Dealing with enquiries

Enquiries should be dealt with in a prompt and professional manner. In most cases, the first contact with a potential new customer will be by telephone. The business telephone should be answered promptly by someone who knows the business and can deal with bookings and queries effectively. A voicemail service *(or answer machine)* should be made available if the telephone cannot be answered in person. If you use a mobile phone as your main business line, you should ensure that it is not used during any lessons. All queries should be answered and dealt with at an appropriate time and in a reasonable timeframe.

When taking telephone calls from potential new customers, it is important to make a good first impression. The customer is likely to be contacting more than one Driving School and/or ADI, so it is important not to lose an opportunity to win new business. When talking to a potential customer for the first time it is important to ask questions to gather the necessary information. You could

use a telephone response form to ensure that the important information is collected. It should include the following:

■ What is the learner's name?

■ What are the learner's contact details?

■ What location is most convenient for pick ups? ADIs should avoid meeting students at driving test centers as this uses up valuable parking spaces for other students who are taking their driving test.

■ What is the learner's availability *(days and time of day)*?

■ Is the learner aware of the prices?

■ What is the learner's previous driving experience?

■ How did the learner hear about the Driving School and/or ADI?

■ Does the learner have any special needs?

■ Is there anything else you should know? For example, is the learner asthmatic or on any medication?

■ Do they have the relevant information such as the booklet on EDT or IBT? If not send them a copy ahead of the first lesson together with an appointment card.

(Source: Miller, J. (2010))

If possible, all enquiries from potential customers should be followed up. This can be done by post, email or telephone. The potential customer should be sent full details of the Driving School and information on the booking process. If the customer has booked

a first lesson, the follow up should include an appointment card and a reminder to bring their learner permit to the lesson.

Busy ADIs might not be able to take on new learners straightaway, due to existing scheduled lessons. Do not take on new learners if you cannot be sure that you will be available to offer them regular lessons at the time and on the dates they have specified.

First impressions are important. You will have a relatively short time to prove to potential learners that you are a good, professional ADI. The first enquiry is a good and perhaps the best time to sell your services.

9.1.5 Dealing with complaints

In the first instance, you should deal with complaints against you in person. In most cases, the problems will be minor and relatively simple to resolve. Problems and issues should be tackled as soon as possible to avoid them escalating into more serious ones. To aid the process of handling complaints, all ADIs should have a simple and clear complaints procedure. The learner should be made aware of the procedure at the first lesson and be given a written copy to take away with them.

If an issue or complaint proves difficult to resolve, the ADI should consider contacting the RSA for guidance and advice on how to proceed. *(For more information on the RSA complaints procedure see the RSA website.)* Proactive complaints policies and procedures will help deal with customer complaints and reduce the likelihood that they will escalate.

If the RSA receives a complaint about an ADI from a learner, as the regulator it has a duty to investigate. Complaints vary, but the most commonly received are related to ADIs not turning up for an arranged lesson, use of offensive language or their actions or behaviour, including smoking, in the training vehicle.

In order to deal fairly with complaints, the RSA first asks the Learner if they wish to pursue the matter formally and informs them that this may lead to their details being provided to the ADI *(as a matter of due process)*. If they decide to proceed, the RSA will write to the ADI informing them of the nature of the complaint and requesting a written response. Issues are usually dealt with quickly. If the matter cannot be resolved, the RSA may inform an external agency or convene the ADI advisory panel to consider the matter and advise the Authority on how to proceed. This process is designed to deal with legitimate concerns and also to protect the rights of both the ADIs and the complainants.

Quality customer care requires that a prompt response is made to all requests for information, whether by a learner, the RSA or another interested party. This is particularly important when dealing with complaints.

The most common reason for losing learners is that they are not satisfied with their rate of progress. Most learners will be keen to drive at a competent standard as soon as possible. Perceived time wasting, for example, sitting by the side of road and receiving long verbal guidance rather than using the time for practical driving experience, long intervals between lessons or distractions during the lesson, for example, for rest breaks, comfort breaks, answering the telephone or re-fuelling stops, are all issues to be avoided wherever possible.

However, an ADI has a moral obligation to advise the learner to apply to sit their practical driving test only when they believe the learner is ready for it and has satisfied all criteria listed in the LDT, EDT or IBT Syllabi. What might seem to be unacceptably slow progress to a learner may be regarded by the ADI as the appropriate rate given the learner's ability to attain the necessary level of competence.

> **Tip:** Allowing a learner to go forward for the driving test before they are ready may damage their confidence and your reputation as an ADI.

9.1.6 Dealing with conflict

Issues relating to payment must be dealt with politely and promptly, especially with regard to late payments. Payment arrangements and costs should be dealt with in a consistent manner. The learners you teach might know each other so it is important to deal with them all in a fair and just way.

As an ADI you will have to choose a payment structure that works for you. Some ADIs ask learners *(or Sponsors)* to pay for lessons in advance, some ask for payment before the lesson starts and others take payment at the end of each lesson.

9.1.7 Evaluate and reflect on the quality of service provided

Take an interest in each learner. You should continually review the service you are providing. If a learner has not followed up an initial enquiry to book a lesson, you should make an effort to find out the reasons why. Similarly, if a learner misses an appointment without an explanation, you should try and find out what the problems are and attempt to resolve them.

In the event that a learner is not satisfied with your services, find out why and then take prompt and appropriate action to deal with the matter or it may begin to have a serious negative impact on your business.

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Crane, C., and Pearson, P. (2009), *Become an Approved Driving Instructor and Set Up Your Own Driving School, How To Books, Oxford.*

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APPENDICES

Appendix A:

Representative Vehicles for the Driving Test

Table of representative vehicles for the driving test. Taken from the RSA Rules of the Road.

Driving test vehicle category representative	Representative Vehicles
Category AM	Two-wheeled or three-wheeled, other than with twinned wheels, mechanically propelled vehicle, not capable of being manually propelled. The machine must have a cylinder capacity not exceeding $50cm^3$, in the case of an internal combustion engine, or a maximum continuous rated power of no more than 4 kilowatts in the case of an electric motor. The vehicle must have a design speed of at least 25km/h but not more than 45km/h.
Category A1	A Category A1 motorcycle, other than with twinned wheels, without sidecar, with a cylinder capacity of at least $115cm^3$ and not exceeding $125cm^3$, and capable of a speed of at least 90km/h, with an engine power not exceeding 11kW and with a power to weight ratio not exceeding 0.1kW per kg. If the motorcycle is powered by an electric motor, the power to weight ratio of the vehicle shall be at least 0.08kW per kg.
Category A2	A Category A2 motorcycle, other than with twinned wheels, without sidecar, with a cylinder capacity of at least $395cm^3$, and an engine power of at least 20kW, but not exceeding 35kW, and with a power to weight ratio not exceeding 0.2kW per kg, and not derived from a vehicle of more than double its power. If the motorcycle is powered by an electric motor, the power to weight ratio of the vehicle shall be at least 0.15kW per kg.

Driving test vehicle category representative	Representative Vehicle
Category A	A Category A motorcycle, other than with twinned wheels, without sidecar, with a cylinder capacity of at least 595cm³, an unladen mass of more than 175kg, and an engine power of at least 50kW. If the motorcycle is powered by an electric motor, the power to weight ratio of the vehicle shall be at least 0.25kW per kg.
Category B	Four-wheeled vehicles (for example, cars or light vans), having a maximum authorised mass not exceeding 3,500kg, with passenger accommodation for not more than 8 people and capable of a speed of at least 100km/h.
Category C	Vehicles (rigid trucks) with passenger accommodation for not more than 8 people, a maximum authorised mass of at least 12,000kg, a length of at least 8 metres, a width of at least 2.4 metres, capable of a speed of at least 80km/h. The vehicle must be fitted with anti-lock brakes, be equipped with a gearbox having at least 8 forward ratios and providing for a manual selection of gears by the driver, and with recording equipment (tachograph). A Cyclops mirror must be fitted where required (see page 43). The cargo compartment shall consist of a permanently mounted cube shaped closed box body, which is at least as wide and as high as the cab. The vehicle must be presented with a real total mass (the actual weight of the vehicle including any load if necessary) of at least 10,000kg, having due regard for safety, stability, manufacturer's guidelines and legal limits.

Driving test vehicle category representative	Representative Vehicle
Category C1	Vehicles (larger vans or light trucks) with passenger accommodation for not more than 8 people, a maximum authorised mass of at least 4,000kg, but not more than 7,500kg, a length of at least 5 metres and capable of a speed of at least 80km/h. The vehicle must be fitted with anti-lock brakes and recording equipment (tachograph). The cargo compartment shall consist of a permanently mounted cube shaped closed box body, which is at least as wide and as high as the cab.
Category D	Vehicles (buses) having passenger accommodation for more than 16 people, a length of at least 10 metres, a width of at least 2.4 metres and capable of a speed of at least 80km/h. The vehicle must be fitted with anti-lock brakes and recording equipment (tachograph).

Driving test vehicle category representative	Representative Vehicle
Category D1	Vehicles (minibuses) having passenger accommodation for more than 8 people, but not more than 16 people, a maximum authorised mass of at least 4,000kg, a length of at least 5 metres and capable of a speed of at least 80km/h. The vehicle must be fitted with anti-lock brakes, and recording equipment (tachograph).
Category W	Works vehicles and land tractors.
Category BE	A combination, made up of a Category B test vehicle which should be either (a) a length of at least 4.25 metres, or (b) a 4 wheel drive vehicle and a trailer with a maximum authorised mass of between 1,400–3,500kg, capable of a speed of at least 80km/h, which does not fall within Category B. The cargo compartment of the trailer must consist of a permanent, closed box body which is at least as wide and as high as the motor vehicle, and at least 2.4 metres long. The closed box body may be slightly less wide than the motor vehicle, provided that the view to the rear is only possible by use of the external rear-view mirrors of the motor vehicle.

The trailer must be presented with a real total mass (the actual weight of the trailer including the necessary load) of at least 800kg, having due regard for safety, stability, manufacturer's guidelines and legal limits of the combination.

To meet the Real Total Mass requirement, you are required to place 30 four-inch (100 X 220 X 450mm) solid concrete blocks in the trailer. The blocks should be evenly distributed across the trailer in such a way as to keep the nose weight within recommended limits. |

Driving test vehicle category representative	Representative Vehicle
Category CE	Either (a) an articulated vehicle, or (b) a combination of a Category C test vehicle and a trailer of at least 7.5 metres in length. Both the articulated vehicle and the combination must have passenger accommodation for not more than 8 people, at least 4 axles, a maximum authorised mass of at least 20,000kg, a length of at least 14 metres, a width of at least 2.4 metres and be capable of a speed of at least 80 km/h.
	The vehicle must be fitted with anti-lock brakes, be equipped with a gearbox having at least 8 forward ratios and providing for a manual selection of gears by the driver, and with recording equipment (tachograph). A Cyclops mirror must be fitted where required. The cargo compartment shall consist of a permanently mounted cube shaped closed box body which is at least as wide and as high as the cab. The articulated vehicle or the combination must be presented with a real total mass (the actual weight of the combination including any load if necessary) of at least 15,000kg, having due regard for safety, stability, manufacturer's guidelines and legal limits of the combination.
Category C1E	A combination made up of a Category C1 test vehicle, and a trailer with a maximum authorised mass of at least 2,000kg. The combination must be at least 8 metres in length, and must be capable of a speed of at least 80km/h. The combination must have a maximum authorised mass of not more than 12,000kg, and the gross vehicle weight of the trailer must not exceed the unladen weight of the drawing vehicle.
	The cargo compartment of the trailer must consist of a permanent, closed box body which is at least as wide and as high as the cab, and have a length of at least 2.4 metres. The closed box body may also be slightly less wide than the cab, provided that the view to the rear is only possible by use of the external rear-view mirrors of the motor vehicle. The trailer must be presented with a real total mass (the actual weight of the trailer including the necessary load) of at least 800kg, having due regard for safety, stability, manufacturer's guidelines and legal limits of the combination.

Driving test vehicle category representative	Representative Vehicle
Category DE	A combination made up of a Category D test vehicle and a trailer with a maximum authorised mass of at least 1,400kg, capable of a speed of at least 80km/h. The cargo compartment of the trailer must consist of a permanent, closed box body which is at least 2 metres wide, 2 metres high, and have a length of at least 2.4 metres. The trailer must be presented with a real total mass (the actual weight of the trailer including the necessary load) of at least 800kg, having due regard for safety, stability, manufacturer's guidelines and legal limits of the combination.
Category D1E	A combination made up of a Category D1 test vehicle and a trailer with a maximum authorised mass of at least 1,400kg, capable of a speed of at least 80km/h. The cargo compartment of the trailer must consist of a permanent, closed box body which is at least 2 metres wide, 2 metres high, and have a length of at least 2.4 metres. The combination must have a gross vehicle weight of not more than 12,000kg, and the gross vehicle weight of the trailer must not exceed the unladen weight of the drawing vehicle. The trailer must be presented with a real total mass (the actual weight of the trailer including the necessary load) of at least 800kg, having due regard for safety, stability, manufacturer's guidelines and legal limits of the combination.

Appendix B:

Categories of Vehicles / Minimum Age of Driver / Restrictions

Table of category of vehicles/minimum age of driver/restrictions. Taken from the RSA Rules of the Road.

Category	Description of category from 19 January 2013	Minimum Age
AM	Mopeds.	**16**
A1	Motorcycles with an engine capacity not exceeding 125 cubic centimetres, with a power rating not exceeding 11 kW and with a power to weight ratio not exceeding 0.1 kW/kg. Motor tricycles with a power rating not exceeding 15 kW.	**16**
A2	Motorcycles with a power rating not exceeding 35 kW, with a power to weight ratio not exceeding 0.2 kW/kg and not derived from a vehicle of more than double its power.	**18**
A	Motorcycles Motor tricycles	**24 years or 20 with progressive access (see page 38). People under 21 years of age are not eligible to ride a motor tricycle.**

Category	Description of category from 19 January 2013	Minimum Age
B	Vehicles (other than motorcycles, mopeds, work vehicles or land tractors) with a Maximum Authorised Mass (MAM) not exceeding 3,500kg, having passenger accommodation for not more than 8 persons in addition to the driver and where the MAM weight of the trailer is not greater than 750kg, or where the combined design gross vehicle weight of the towing vehicle and the trailer does not exceed 3,500kg. Quadricycles (other than those covered by category AM) are also covered by this category.	17
BE	Combination of drawing vehicles in category B and trailer where the MAM1 of the trailer is not greater than 3,500 kg.	17
W	Work vehicles & Land Tractors.	16
C	Vehicles other than those in categories D1 or D, or work vehicles or land tractors, whose MAM is over 3,500kg and which are designed and constructed to carry not more than 8 passengers in addition to the driver; motor vehicles in this category may be combined with a trailer having a MAM which does not exceed 750kg.	21 years or 18 with a Certificate of Professional Competency (CPC)
CE	Combination of drawing vehicles in category C and trailer where the MAM1 of the trailer is greater than 750 kg.	21 or 18 with CPC

Category	Description of category from 19 January 2013	Minimum Age
C1	Vehicles other than those in categories D1 or D, or work vehicles or land tractors, the MAM of which exceeds 3,500kg but does not exceed 7,500kg and which are designed and constructed to carry not more than 8 passengers in addition to the driver; motor vehicles in this category may be combinedwith a trailer having a MAM not exceeding 750kg.	**18**
C1E	Combination of drawing vehicles in category C1 and trailer where the MAM1 of the trailer is greater than 750 kg and where the MAM1 of the drawing vehicle and trailer combined does not exceed 12,000 kg.	**18**
D	Vehicles having passenger accommodation for more than 8 persons and where the MAM1 of the trailer is not greater than 750 kg.	**24 or 21 with CPC**
DE	Combination of drawing vehicles in category D and trailer where the MAM1 of the trailer is greater than 750 kg.	**24 years or 21 years with CPC**
D1	Vehicles designed and constructed to carry not more than 16 passengers in addition to the driver and with a maximum length not exceeding 8 metres; motor vehicles in this category may be combined with a trailer having a MAM not exceeding 750kg.	**21**
D1E	Combination of drawing vehicles in category D1 and trailer where the MAM1 of the trailer is greater than 750 kg.	**21**

Appendix C:
Sample EDT Session

Sample EDT Session: Session 6 Anticipation and reaction. Taken from RSA (2011) Essential Driver Training (EDT) Syllabus. RSA: Ballina

SESSION 6: ANTICIPATION AND REACTION	LDT SYLLABUS REF(S)
What is the objective for Session 6?	3.3
During this session your ADI should make sure that you:	4.2
■ Know how to scan the environment for potential hazards; and ■ Can identify and respond appropriately to potential hazards.	
What is the minimum the session should cover?	
During this session, your ADI should take you driving in a variety of road conditions including:	
■ Junctions; ■ Streets with parked cars; ■ Streets with substantial numbers of pedestrians; ■ Roads with multiple warning signs; ■ Roads with poor visibility such as bends with tree cover or hill brows.	
The session should cover potential hazards associated with:	
■ Road junctions ■ Blind spots ■ Parked vehicles ■ Crossings ■ Roundabouts ■ Motorcyclists and cyclists ■ Road works ■ Pedestrians.	
Where it is not possible to cover one or more of these areas while driving, your ADI should ask you questions about them which you should be able to answer.	

SESSION 6: ANTICIPATION AND REACTION	LDT SYLLABUS REF(S)
Expected outcomes: what should I have learned by the end of Session 6? You should be able to show that you can use scanning techniques to identify and respond to hazards. You should also be able to take into account potential hazards: ■ By choosing the correct speed and gear; ■ Keeping a safe distance; ■ Braking correctly. You should be able to explain the potential effects of driving: ■ At night ■ In the rain ■ In fog ■ In snow. You should be able to show that you can identify hazards and respond to them in good time.	
How should I prepare for Session 7? To achieve the expected outcomes from Session 7, you should have completed Session 1 to Session 6. Practice is key to feeling confident about meeting the learning objectives. You should also have: ■ Read the expected outcomes of this lesson; ■ Done enough practice with your Sponsor or ADI, or both; and ■ Done any relevant study. Specifically, for at least three hours, you should have practised how to scan the environment for potential hazards and practised how to respond appropriately. You should also have read the sections in the Rules of the Road that deal with: ■ Correct reactions and anticipation; and ■ Sharing the road. You should have acted on any feedback your ADI gave you at the end of your last EDT session.	

Appendix D:
Sample IBT Lesson

Sample IBT Module IBT: Module 2. Objective 1: Move off and stop. Taken from RSA (2010) Initial Basic Training (IBT) Syllabus.

MODULE 2

How long will it take?

About five hours to cover all learning points.

On site riding *(in the compound)*

This is an important element as it will be some trainees' first experience of riding a motorcycle. It is hugely important for their confidence and enjoyment, and to prepare them for the sometimes dangerous world of motorcycling.

Information you will need

- This is Your Bike;
- Essential Skills – the official motorcycling manual;
- The Rules of the Road.

Equipment

Motorcycle for demonstration purposes, Personal Protective Equipment (*PPE*) for each trainee and instructor, cones.

Teaching styles

As with Module 1, you may use various teaching styles to achieve the objectives. A practical demonstration and student practice will be needed.

OBJECTIVE 1: MOVE OFF AND STOP

To understand the skills and techniques needed to become a safe rider, including the proper use of Observations – Signals – Manoeuvres (*OSM*) and Position – Speed – Looking (*PSL*) routines.

Learning points

Note: You must understand how to stop the motorcycle before you attempt to move off. You will need to put what you learn into practice right away. How to move off and stop, starting with short distances. This will include:

- Using the clutch;
- Engaging first gear;
- The 'biting point' *(or throttle for automatics)*;
- Correct use of the accelerator or throttle *(to feed in and out correct levels of power)*;
- Balance *(when both feet are off the ground)*;
- Braking to a stop *(gentle application of brakes)*, the use of the front and back brake;
- Covering the rear brake;
- How to keep your balance while riding in a straight line;

- Co-ordinating all controls while moving off and stopping;

- Riding with both feet on foot pegs *(don't ride with feet dangling down);*

- When stopping the motorcycle, place the gear foot on the ground first and keep the other on the footbrake;

- How to avoid excessive force when using any of the controls – severe use of the front brake can cause skidding or loss of steering, sharp use of the clutch can stall the engine.

Appendix E:
RSA School Interventions

The RSA has developed a range of road safety interventions targeted at the young as they progress from infant school right up to third level education and beyond. ADIs are uniquely placed to draw on those road safety programmes and build on the knowledge and understanding they have imparted to further develop a positive and socially responsible attitude towards driving and other road use. A good understanding of the content and purpose of these programmes is, therefore, essential to ADIs seeking to establish lifelong learning habits in their learners.

Consistently reinforcing and building on positive road safety messages in this way will help learners to achieve the goals associated with more effective learning as outlined in the GDE matrix.

The following is a summary of the various RSA school interventions. *(For more information on any of the programmes go to the RSA website.)*

Pre-school interventions

'Simon and Friends' (aimed at under 5 year olds): *'Simon and Friends'* aims to promote and encourage road safety among children aged five and under. The resource contains four individual storybooks with stories and characters that promote age appropriate road safety messages amongst preschool children. 'Simon's Surprise', 'Josie's Picnic', 'Sara and Sophia's Trip to the Farm' and 'Charlie Goes to a Party' focus on road safety themes such as holding hands, stopping, looking and listening and setting a good example in an effort to make young road users aware of their safety when using the roads.

Primary school interventions

'Be Safe' (aimed at 5 –12 year olds): *'Be Safe'* is an activity-based resource pack on road safety, fire safety and water safety. Aimed at children from Infants to Sixth Class, it was developed specifically as part of the SPHE *(Social, Personal and Health Education)* curriculum and is relevant to the SPHE Strand 'Myself' which addresses Safety and Protection, Personal Safety, Safety Issues and Making Decisions. Each topic is first introduced with age-appropriate information which is then explored and developed through class discussion, activities and worksheets. Within the road safety Module, the themes are Walking, Cycling and Transport.

'Streetsmart' (aimed at 4–8 year olds): *'Streetsmart'* is a road safety intervention designed to bring road safety to young schoolchildren in a fun way. The central prop is a 'Streetscape' map which is a typical street scene. Children are given 'walking cars' and 'stand up bikes' and taught how to use the road safely.

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'Seatbelt Sheriff' (aimed at 7–9 year olds): 'Seatbelt Sheriff' is aimed at primary school children in 1st class and is a fun way to get children involved in saving lives. Children become Seatbelt Sheriffs by taking a pledge to always wear their safety belt and also make sure that everyone else in the car is buckled up. They are given a sheriff's badge plus a certificate which shows that they are authorised to instruct all passengers and drivers to 'Buckle Up' in any vehicle they are travelling in. Seatbelt Sheriffs can also take part in a school competition for which there is one overall, national prize-winner.

Secondary school interventions

'Streetwise' (aimed at 12–17 year olds): 'Streetwise' is an activity-based interactive road safety educational resource for the Junior Certificate Programme under the curriculum subject CSPE (*Civic, Social and Political Education*). 'Streetwise' is designed in lesson plan format and covers a 12 week schedule. Each week the lesson covers a different theme *(such as cyclists, speed and speeding, hazard perception, driver fatigue and drink-driving)*. All students must complete an action project as part of their Junior Certificate examination. Each lesson subject has a number of suggestions about topics for the action based projects.

'Your road to safety' (transition year): This programme encourages active learning and the development of awareness, knowledge, skills and values. The aim is that this will create a foundation for the development of safe road users in the future. The programme builds on the active learning approaches of the transition year. It has input from other services such as the ambulance service, fire service and An Garda Síochána as well as providing for visiting speakers, projects and case studies. The programme provides an introduction to road safety for pedestrians, cyclists, motorcyclists and motorists, and covers such issues as safety belts and airbags, driver fatigue, drink/drug driving, road safety engineering and enforcement, basic first aid at road crashes, emergency services and rehabilitation, licensing and insurance issues, the NCT, purchasing a car and driving abroad. Relevant Driver Theory Test learning will be included at the end of each module. The programme does not include driving lessons.

Third level interventions

'Safegrads' (aimed at 17–24 year olds): The RSA has developed road safety education guidelines aimed at third level education colleges. It provides the basis for building a 'road safety week'. The guidelines include road safety campaigns, road safety question and answer sessions, quizzes and exhibitions from other safety services (*such as fire service and ambulance*).

'Wrecked' (aimed at 17–24 year olds): 'Wrecked' is both an online and offline computer-based programme which is targeted at the high risk 17–24 year old age group. It features a series of vodcasts recorded by Irish actors who recount experiences of reckless driving – without showing their faces. The vodcasts are illustrated with high-tech animation which demonstrates the

key points in each speaker's testimony. The vodcasts focus on themes such as driver distraction, drug-driving, road user impairment, living with the effects of a spinal or brain injury, buying and using company cars, driving without insurance, overcrowding in a car, modified cars, driving when using a mobile phone and driver fatigue. The programme is available to students participating in adult education courses such as SOLAS and Youthreach training programmes.

Appendix F:

Terms used by Driver Testers

Terms used by Driver Testers during practical driving skills test. Taken from RSA. Standard procedures for conducting driving test. RSA: Ballina

Directions
All directions should be delivered in good time and in a manner which can be clearly understood by the learner, for example, *"At the next junction turn right"*

Turnabout Manoeuvre
For the turnabout manoeuvre the Driver Tester should say *"I would like you to turn your car around on the road to face the opposite way. You may go over and back more than once if necessary. You may start when you are ready."* On completion, tell the learner to pull in and stop, or to drive on, as necessary.

Reverse Manoeuvre
For the reverse manoeuvre, and where possible, the Driver Tester should stop the learner before the junction and say *"This road on the left/right is the one I want you to reverse your vehicle into. Will you drive past it and stop on the left/right and I will give you further directions."*

Hill Test
Tell the Learner *"I want you to pull in and stop on the left/hill."*

Parking
Coming towards the end of the test, say to the applicant "We are coming towards the end of your test, please find a suitable place and park."

End of the Test
"We will now return to the office and I'll give you the result of the test. Thank you."

Category A

Preamble
The Driver Tester should tell the learner "Now you should ride in your normal manner, and I may be behind you in my car. I will give you directions in good time - when to turn left, right, or to pull in and stop. Otherwise, you should follow the course of the road. If you are unsure of any of my directions, or require clarification, pull in at a safe place, and wait until I come along."

U-turn
The practical test must include a 'U-turn'. The Driver Tester should tell the learner "When it is safe and convenient, I would like you to ride your bike around in a U-turn on the road, and pull in and stop on the left."

Slow Drive

The practical test must include driving for 50 metres at a brisk walking pace. The Driver Tester should tell the learner *"I would like you to ride your bike as if you are in moving traffic. Try to keep pace with me as I walk along."*

Appendix G:

Lesson Plan Template

NOTE: This is for lessons delivered outside the EDT session. See EDT Syllabus for the 12 EDT session plans. This is available on the RSA website.

Learner name: _____

Date: _____

Lesson number: _____

Brief recap of the previous lesson

(Be constructive and positive in your briefing on progress to date)

Lesson objectives

Route for today's lesson

Materials and training aids

Note faults/ learning needs /areas of difficulty

Wrap-up *(Give feedback on their progress and encourage them to self-analyse and ask questions)*

Information/advice for the learner and Sponsor, where relevant

Additional Notes: _____
_____
_____
_____

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Appendix H:
Personal Development Plan

Objective(s) What skills and knowledge would you like to improve?	Success criteria What is the desired outcome? How will you measure progress?	Timeframe By what date do you expect to reach your objective(s)?	Actions What actions will you take to achieve your objective(s)?

Further Reading

Recommended reading list for those preparing for the RSA ADI Stage 1 Theory Test

RSA documents

The Driving Instructors Handbook (This book)

ADI Information Booklet
Source: **www.rsa.ie** *or can be ordered directly from the RSA*

Rules of the Road 2018 High Resolution Version
Source: **www.rsa.ie** *or can be ordered directly from the RSA*

Initial Basic Training (IBT) for motorcyclists information booklet (Category 'A' ADI's)
Source: **www.***rsa.ie or can be requested directly from the RSA.*

Introduction to learner permits and changes to driver licensing system
Source: **www.rsa.ie** *or can be ordered directly from the RSA*

Essential Driver Training (EDT) for Car or light van drivers information booklet (Category 'B' ADI's)
Source: **www.***rsa.ie or can be requested directly from the RSA.*

Helping learners to drive safely
Source: **www.rsa.ie** *or can be ordered directly from the RSA*

RSA Standard Procedures for the Driving Test
Source: **www.rsa.ie** *or can be ordered directly from the RSA*

Marking Guidelines for the Driving Test
Source: **www.rsa.ie** *or can be ordered directly from the RSA*

Preparing for your driving test
Source: **www.rsa.ie** *or can be ordered directly from the RSA*

Ricability Book on Vehicle controls for Adapted Vehicles
Source: **www.rsa.ie** *or can be ordered directly from the RSA*

Initial Basic Training (IBT) for Motorcyclists Information Booklet
(Category 'A' ADIs)

Essential Driver training (EDT) Learner Driver Information Booklet
(Category 'B' ADIs)

Application Form for Issue or Renewal of a Learner Permit
(Form D.201)

Official Driver Theory Test: Question and Answers
Source: **www.theorytest.ie** *(check for current version)*

The Official DSA Guide to: *(select appropriate publication for your category)*

- ■ **Riding – *(Motorcycles)***

- ■ **Driving – The Essential Skills *(Cars)***

- ■ **Driving Buses and Coaches**

- ■ **Driving Goods Vehicles**

Further useful 'learning to drive' resources for ADIs *available from bookshops from October 2011:*

- ■ **Learning to Drive a Car**
   (RSA Publication)

- ■ **Learning to Drive a Bus**
    (RSA Publication)

- ■ **Learning to Drive a Truck**
   (RSA Publication)

- ■ **Learning to Ride a Motorcycle**
    (RSA Publication)

Useful Contacts

RSA

Approved Driving Instructor (ADI) Unit
Moy Valley Business Park
Primrose Hill
Ballina
Co. Mayo
Web: www.rsa.ie

Disabled Drivers Association of Ireland (DDIA)

Ballindine
Claremorris
Co. Mayo
Tel: 094 – 936 4054 or 094 – 936 4266
Web: www.ddai.ie

CIECA

Rue Van Campenhout 22
B - 1000 Brussels
Belgium
Tel: +32 2 732 72 30
Web: www.cieca.be

Irish Wheelchair Association National Mobility Centre

Ballinagappa Road
Clane
Co. Kildare
Tel: 045 893094/5
Web: http://www.iwa.ie/contact/
national-mobility.aspx

National Disability Authority

25 Clyde Road
Ballsbridge
Dublin 4
Tel: (+353) (01) 608 0402
Web: www.nda.ie

The Queen Elizabeth Foundation (QEF)

Leatherhead Court
Woodlands Road
Leatherhead
Surrey KT22 0BN
England
Tel: 01372 8441100
Web: www.qef.org.uk

The Irish Deaf Society

30 Blessington Street
Dublin 7
Tel: 01.8601878
Web: www.deaf.ie

The Office of the Revenue Commissioners

www.revenue.ie/en/index.html

Forms
Lesson Plan *(Template)*
Personal Development Plan *(Template)*

Notes

Notes

Notes

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The Road Safety Authority (RSA) offer you this 'adi' branded complimentary USB Flash memory stick which may provide you with easy access to the information stored in its memory. In particular the RSA does not offer any guarantee on the flash drive either in terms of the material stored on it, or the usability of the memory stick itself. No replacements or additional flash drives will be available. Some computers may not be able to use this flash memory stick – consult your own computer advisor for assistance.

The most up-to-date versions of reading material stored on the flash drive will be available from our web site www.rasa.ie. Up-dates of the forms set out on Pages 186 & 187 of this handbook will only be available from any future publications of this book. It is anticipated that from time to time the handbook will be revised and up-dated as necessary.

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