



National Fleet Driver Trainers Conference

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DVSA update

Modernising the Driver Training Industry



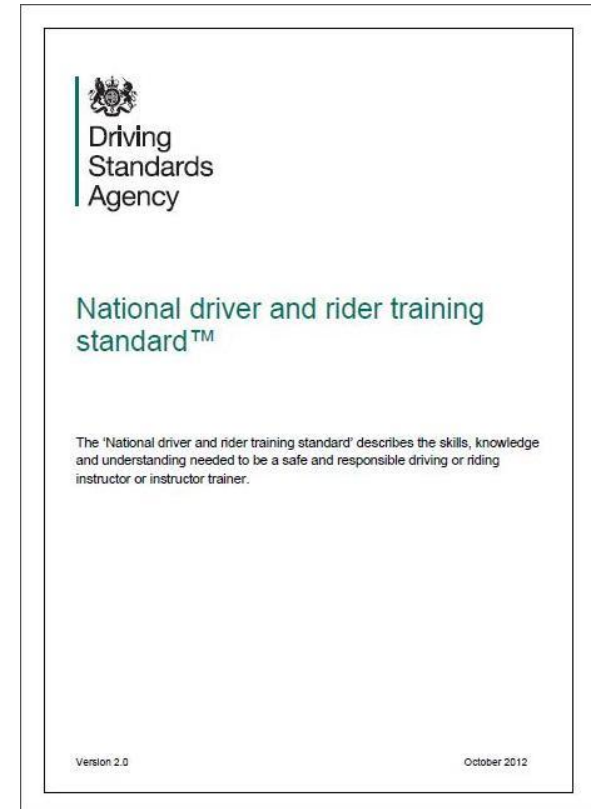
Ministerial preferences

- ensuring the right people, with the right skills and motivations enter the profession
- improved part 3 test
- revised trainee licence scheme
- modern qualification processes
- improved standards check processes



Standards published for drivers and their trainers

- skills, knowledge and understanding needed by drivers and riders to be safe, responsible and respectful road users
- what instructors need to know, or be able to do, to deliver effective training





New standards check

Enhances the check test in line
with the DVSA's national training standards



Standards check introduced April 2014

The standards check is designed to help you. It

- encourages you to self-reflect on your competence against the standards
- is your opportunity to demonstrate what you do on a daily basis in the presence of the examiner
- is a competency based assessment
- provides you with improved feedback



Standards check form

- Check test focused on faults
- new form designed to link directly to the objectives of the NDRTS
- more transparent about what DVSA is looking for
- design will help improve the feedback on your performance



Assessment against 3 'high' competences:

- planning the lesson
- risk management
- teaching and learning strategies

17 lower areas of competence

This will give you a profile of your performance.



Assessment criteria

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



Standards check form



INFORMATION			
Trainer Name	<input type="text"/>	Location	<input type="text"/>
PRN	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Date	<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/>
Valid Certificate	Yes <input type="checkbox"/> No <input type="checkbox"/>	Dual Controls	Yes <input type="checkbox"/> No <input type="checkbox"/>
		Reg No.	<input type="text"/>
		Accompanied?	QA <input type="checkbox"/> Trainer <input type="checkbox"/> Other <input type="checkbox"/>
			Outcome <input type="text"/>

ASSESSMENT					Competence				
					0	1	2	3	
Pupil:	Beginner <input type="checkbox"/>	Partly Trained <input type="checkbox"/>	Trained <input type="checkbox"/>	FLH New <input type="checkbox"/>	FLH Experienced <input type="checkbox"/>				
Lesson theme:	Junctions <input type="checkbox"/>	Town & city driving <input type="checkbox"/>	Interacting with other road users <input type="checkbox"/>						
	Dual carriageway / faster moving roads <input type="checkbox"/>	Defensive driving <input type="checkbox"/>	Effective use of mirrors <input type="checkbox"/>						
	Independent driving <input type="checkbox"/>	Rural roads <input type="checkbox"/>	Motorways <input type="checkbox"/>	Eco-safe driving <input type="checkbox"/>					
	Recap a manoeuvre <input type="checkbox"/>	Commentary <input type="checkbox"/>	Recap emergency stop <input type="checkbox"/>	Other <input type="text"/>					
					No evidence	Demonstrated in a few elements	Demonstrated in most elements	Demonstrated in all elements	



Lesson planning

LESSON PLANNING						
Did the trainer identify the pupil's learning goals and needs?						
Was the agreed lesson structure appropriate for the pupil's experience and ability?						
Were the practice areas suitable?						
Was the lesson plan adapted, when appropriate, to help the pupil work towards their learning goals?						
Score for lesson planning						

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



Risk management

RISK MANAGEMENT				
Did the trainer ensure that the pupil fully understood how the responsibility for risk would be shared?				
Were directions and instructions given to the pupil clear and given in good time?				
Was the trainer aware of the surroundings and the pupil's actions?				
Was any verbal or physical intervention by the trainer timely and appropriate?				
Was sufficient feedback given to help the pupil understand any potential safety critical incidents?				
Score for risk management				

Did the trainer make sure that the pupil fully understood how the responsibility for risk would be shared?



Teaching and learning strategies

TEACHING & LEARNING STRATEGIES					
Was the teaching style suited to the pupil's learning style and current ability?					
Was the pupil encouraged to analyse problems and take responsibility for their learning?					
Were opportunities and examples used to clarify learning outcomes?					
Was the technical information given comprehensive, appropriate and accurate?					
Was the pupil given appropriate and timely feedback during the session?					
Were the pupil's queries followed up and answered?					
Did the trainer maintain an appropriate non-discriminatory manner throughout the session?					
At the end of the session - was the pupil encouraged to reflect on their own performance?					
Score for teaching and learning strategies					

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



Review section

REVIEW		YES	NO
Did the trainer score 7 or less on Risk Management? (A 'Yes' response to this question will result in an automatic Fail)		<input type="checkbox"/>	<input type="checkbox"/>
At any point in the lesson, did the trainer behave in a way which put you, the pupil or any third party in immediate danger, so that you had to stop the lesson? (A 'Yes' response to this question will result in an automatic Fail)		<input type="checkbox"/>	<input type="checkbox"/>
Was advice given to seek further development?		<input type="checkbox"/>	<input type="checkbox"/>
Feedback offered to trainer	<input type="text"/>		
Examiner Name	<input type="text"/>	Signature	<input type="text"/>



Automatic fail

There are two conditions in which the test will be classified as an automatic fail regardless of score :

1. achieving a score of 7 or less in the risk management section, and / or;
2. if the trainer behaved in a way which put the examiner, the pupil and the ADI in immediate danger, so that you had to stop the lesson.



New grading structure

- A grade (85% or over) - an overall high standard of instruction
- B grade (60% or over) - a sufficient level of competence
- Fail (less than 60%) - an unsatisfactory performance



New standards check

- implemented 7 April 2014
- posters in test centres
- accompanying guidance on [GOV.UK](https://www.gov.uk)
- national standard for driver/rider training



We consulted on 3 options

- introduce a vocational qualification (VQ) to replace the current ADI qualifying tests (including reform of the trainee licence scheme)
- improve the existing ADI qualification tests (including reform of the trainee licence scheme)
- make no changes other than to reform the trainee licence scheme

Our preferred option was the vocational qualification, incorporating

- An award in driving ability (“developed driving”)
- A certificate in driving instruction



MDT consultation results - qualification

We will explore introduction of a VQ in the future. In the meantime, we will:

- explore options for replacing the part 3 test with one that uses the same criteria and marking framework as the standards check, i.e.
 - end the use of pre-set tests
 - end the use of role play
 - use standards check form to assess the test
- discuss trainee licence reforms with the industry



MDT consultation results - other elements

- Decisions on other elements of the MDT consultation.
We will:
 - help instructors to publish their grades
 - progress an online booking system for standards checks
 - consult separately on fees
 - allow ADIs to request voluntary removal from the Register
 - discuss with ADI national associations the use of a standards check to renew lapsed ADI registration



Any questions?

