

Team Owner: Standards and Regulation Directorate Subject: ADI 1 Team Issuing SOP N: 3 DSA SOP No: S&R/Approved Driving Instructor 01/09
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## **ADI 1**

### **Approved Driving Instructor 1 (ADI 1)**

#### **Instructions for the Guidance of Driving Examiners**

These guidelines are for the use of all examiners carrying out

- Approved Driving Instructor (ADI) practical tests
- Register tests of continued ability to instruct (check tests)
- ORDIT
- Fleet driving tests
- Large Goods Vehicle voluntary tests

All are supplemental to training courses and the guidance given in the

- DT 1
- DT 2
- DT 3

**Driving Standards Agency is an executive agency of the Department for Transport**

**Standard Operating Procedure**

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**(Ref: (Ref: TSB/Approved Driving Instructor /2/7)**

**1. Aim**

1.01 To explain the procedures that should be followed to ensure the uniformity and consistency of standards in the conduct of Approved Driving Instructor practical examinations, Large Goods Vehicle voluntary register examinations, fleet driving examinations, (under construction) ORDIT (under construction) and tests of continued ability to instruct (check tests).

1.02 These procedures support the Agency's core road safety and efficiency objective.

**2. Audience**

2.01 To be read by all staff carrying out ADI duties, including staff concerned with:

- Approved Driving Instructor practical examinations
- Large Goods Vehicle Voluntary Register examinations
- Fleet Driving examinations
- ORDIT
- Tests of continued ability to instruct (check tests).

**3. Objective**

3.01 To ensure uniformity and consistency of standards.

**4. Ownership of Procedures**

4.01 Technical Standards Team (TST) will be responsible for maintaining and updating these procedures.

**5. Operators of Procedures**

5.01 These procedures apply to all staff carrying out tests listed in 2.01.

**6. Frequency**

6.01 These procedures must be followed at all times.

**7. Procedural information**

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## 8. Outputs/ Deliverables Arising from the Procedures

8.01 Will produce records to aid compilation of statistics to monitor efficiency

## 9. Validation of Outputs

9.01

## 10. Interpretation of Outputs

10.01 Reports on outputs will be submitted to CMT on a quarterly basis.

## 11. Risk

11.01 If procedures are not followed this could have an adverse effect on uniform standards and efficiency.

## 12. Training

12.01 Formal training initially but staff are responsible for ensuring they refer to the document regularly to ensure they are updated with any changes.

## 13. Related Topics

13.01 DT1, DT2 and DT3

## Amendments

Date	Chapter	Para/Ref number	Description of amendment	
July 06	4	4.01	Classroom lessons are not acceptable for the purpose of the check test.	
Sept.06	2	2.44	Licence received box DL25.	
Oct. 06	4	4.03	Clarification on conducting check tests in emergency vehicles. (Additional heading pushes each topic in chapter 4 up by one reference number)	
April 07	2	2.37	ECC Procedures. Assessments carried out at Cardington.	
Oct. 07	2	2.24	Acceptable ID. No Licence no test.	
Oct. 07	2	2.37	Disabilities and unrestricted licences.	
Oct. 07	3	3.02	Acceptable ID for Part Three tests.	
Oct 07	2	2.36	Disabilities and unrestricted licences	
Oct 07	3	3.02	Acceptable ID for Part Three Tests	
Nov 07	3	3.32	The word normally taken out	
Nov 07	3	3.36	Application form ADI 12 to be issued	
Nov 07	3	3.37	Application form ADI 12 to be handed to PDI, and where to keep reports	
Nov 07	4		Fleet Registered ADIs Pupil must be a full licence holder	
Nov 07	4		Arranging Check Tests Form ADI 40 change to Invitation Letter	
Nov 07	6	6.03	The word sent has been changed to emailed and SE-ADI changed to DTAM	
Nov 07	7	7.03	SE-ADI changed to DTAM	
Nov 07	7	7.07	Must sit for a minimum of 45 minutes deleted, and changed	

## Amendments

Date	Chapter	Para/Ref number	Description of amendment	
Nov 07	7	7.09	Changed from SE-ADI to DTAM, and TSB changed to SARD.	
Nov 07	7	7.13	Examiners signature in box deleted	
Nov 07	7	7.31	SE 33 Deleted	
Nov 07	9	9.03	Pearson taken out	
Nov 07	9	9.27	SE 33 taken out	
Nov 07	10	10.01	Changed SE-ADI to DTAM's	
Nov 07	10	10.03	Spot checks on driving schools deleted	
Nov 07	10	10.04	Signature of records deleted	
Nov 07	10	10.06	The keeping of ADI and DSA circulars deleted	
Nov 07	10	10.07	Change of Annual Leave	
Nov 07	10	10.08 10.23	TSB changed to SARD	
Nov 07	10	10.14 10.19	Supervising Examiners changed to Examiners	
Nov 07	10	10.24	Changed to If an examiner	
Nov 07	10	10.25	Changed to DTAM's	
Nov 07	11	11.01 11.02	Changed from SEADI to DTQAM and DTAM's	
April 08	2	2.03	Change to information captured on DL25.	
April 08	7	7.46	Assess and mark down the second column in (The Key Risk Area Topic)	

## Amendments

Date	Chapter	Para/Ref number	Description of amendment	
April 08	3	3.34 4	Changed from going up column B, to coming down column B.	
May 08	2	2.03 7.13	PDI / Examiner Name removal from DL25A.	
July 08	2	2.08	Reviewed Safety Questions from the 1 July 08.	
Sept. 08	2	2.11	Eco to reflect changes as per DT 1 from Sept 2008 (para to be deleted and changed to DT1 info)	
Nov. 08	3	2.46 3.37	Disposal of end of test documents. Email procedure for part 3 test results	
Aug. 09	9	9.08 9.13 9.16	Electronic journal Gear change exercise deleted Eco reference from 10 Sept 08.	
Aug. 09	4	Annex 'A'	ADI 40 Notes for guidance ref check tests.	
Aug. 09	2	2.41	Advisory speed limits and steering techniques.	
Sept. 09	2	1.03	DTCS replaced with TARS	

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## **SOP Section 7**

### **Chapter 1 Introductions and Objective**

#### **1.01 Objectives**

To be effective, the ADI Examiner and DTAM / DTQAM should have a clear understanding of their objectives at all times and in whatever activity they are engaged in. These are set out below:

Improve driving instruction in the interests of road safety:

Practical tests: apply DSA standards consistently and firmly, whilst maintaining a friendly and relaxed approach.

Check tests: apply DSA standards consistently, fairly and with firmness. Give constructive guidance in an encouraging manner.

Staff Management DTAM / DTQAM: responsible for the supervision and development of ADI examiners conducting part two and three tests to ensure that DSA standards are applied consistently.

Operate efficiently and economically, making full use of resources both at a local and HQ level.



## **Chapter 2**

### **The Practical Driving Test (Part Two)**

#### **2.01 Introduction**

These notes deal with the procedure for arranging and conducting the practical part of the qualifying examination comprising tests of eyesight, vehicle safety check questions, driving technique and instructional ability. A candidate must pass both the part one (eyesight) and part two (driving technique) tests before taking the part three test (instructional ability).

#### **2.02 Arranging Appointments for Practical Tests**

The booking centre at Newcastle will arrange all practical tests. Candidates are able to book tests on the internet or phone for a credit card booking or by post, on receipt of the appropriate form and fee. A Journal is raised for the day's work, which records the examiner's name, location and examination date. Details of the candidate should include the name, address, the driving licence number, and the type of test to be conducted including the number of attempts at qualifying. The booking clerk will notify the candidate of the appointment using the appropriate appointment letter. Examiners should be in regular contact with their respective booking office to ensure commitments (e.g. annual leave, TOIL, medical appointments etc) are recorded on TARS.

**TARS ensures that no appointment is made for a date that is more than two years after the candidate passed the written part (except where the application was received before the expiry of the two year period) and also that no more than two previous attempts at the test have been made during the current two year period. Should the examiner become aware that these procedures have not been followed, they should contact the Instructor Services and Registration Team as soon as possible.**

#### **2.03 Part One and Part Two Tests - Preparation of Documents**

Before the time of the appointment the examiner should prepare a form DL25 for both the part one test and part two test. All entries should be in print and clearly written in black ink.

Before the test, enter the candidate's details. Insert the candidate's title, i.e. Mr, Mrs, Miss, Ms or other title, followed by all known initials and then the surname, within the boxed area on the DL25B only.

In the appropriate boxes insert the application reference number and the numerical part of the driver number (middle six numbers) followed by the date and time of test.

Complete the DTC code / authority box and staff reference number.

Examiner name is to be printed within the examiner box followed by the examiner's signature (again being kept within the boxed area) on the DL25B only.

Insert the category of vehicle AD12 along with code "10" for ADI part 2 tests. This should be annotated with an oblique stroke in the respective box.

Examiners conducting practical tests at a centre other than their permanent centre will need to be recorded as a "visitor". This should be annotated with an oblique stroke in the respective box.

Vehicle: Later (when known) insert the registration number.  
If accompanied mark the appropriate box with an oblique stroke.

**NB:** Full details on completion of the DL25 can be found in the DT1.

## **2.04 Reception and Identity Checks**

When meeting the candidate, the examiner should provide a self introduction and handshake and then apply the following checks pleasantly and courteously.

- Ask to see the candidate's letter of appointment. Check driving licence.
- **Both parts of the photo card licence or the old paper type licence and a valid passport are acceptable. No licence no test.**
- Ask the candidate to read and complete the declaration on the top left of form DL25.
- Compare the signature on the licence with the signature on the declaration. Use a UV lamp (as per details covered in DT1) to scan the photo card licence (if presented), check the candidate's address is still current and retain the letter of appointment until the end of the test.

Candidates who do not produce the required documentation **will be refused a test**.  
The terminated test code 20 - No satisfactory ID, should be recorded on the DL25.

## **2.05 Duration of the Practical Test**

The combined eyesight, vehicle safety check questions and driving test should take approximately one hour (the eyesight test and vehicle safety check questions will normally take no more than a few moments).

## **2.06 Eyesight - Part One Test Requirements**

A candidate is required to read in good daylight, a motor vehicle registration mark for the new style number plates at a distance of 26.5 metres, (or the old style number plates containing letters and figures 79.4 millimetres in height at a distance of 27.5 metres) with the aid of glasses or contact lenses if worn. The candidate should first be asked to read the number plate of a stationary vehicle which is obviously more than 26.5 metres away (or 27.5 metres for the old style number plates), care being taken to select a clean plate which is in such a position as to be properly viewed.

If unable to read the first plate, the candidate should be asked to read another one (care again being taken as to its state and position) and, if necessary, allowed to walk forward until it is just over 26.5 metres away. (27.5m for old style number plates). If the second plate is not correctly read, the official measuring tape should be used to determine a distance of 26.5 metres (27.5m for old style number plates) precisely from a third plate which the candidate should be asked to read from the appropriate mark.

**Note: In no circumstances may a candidate be asked to read a number plate at a distance of less than 26.5 metres (27.5 metres for old style number plates).**

If the examiner is satisfied beyond doubt that the candidate is unable to read the third plate, a failure must be recorded. When there is doubt, a fourth plate should be tried at a measured distance.

If the examiner is satisfied that the candidate cannot meet the eyesight requirement laid down for entry onto the Register without the aid of glasses, they should attempt to

persuade the candidate to wear their glasses. If the candidate reads the plate with the aid of glasses, then removes them to drive they should be advised that glasses **must** be worn for the drive. If the candidate refuses to do so the test should be terminated.

### **2.07 Announcement of Failure in Part One Test**

When there is an eyesight failure, the candidate should be addressed in the following terms: -

"I am sorry that you have not passed the eyesight test. You will appreciate of course that the practical test cannot be continued".

The examiner's comments should be in a sympathetic vein, and they should expect to listen to some expressions of disappointment, but avoid discussion of matters other than those indicated above.

**NB:** If the weather is inclement or the daylight is not good the test should be terminated, 'no result' and the code for bad weather entered on the daily journal.

### **2.08 Recording a Failure in the Part One Test**

A test failure should be recorded by means of an oblique stroke "/" against 'eyesight test' on the DL25. A note should be made in the remarks space on the reverse side of DL25, 'tape used' and the number of plates attempted should be stated (i.e. three plates, the numbers and how they were read). An eyesight failure is a failure of the practical test as a whole. The DL25C and D, together with ADI 10D should be handed to the candidate in the usual way. All test documents should be disposed of in the normal way, i.e. the DL25A sent to Central Functions; DL25B and carbon copy of ADI 10D should be filed in your office in the normal way. The Journal should record the failure as code 2 in the result column.

**NB: Examiners need to consider wearing reflective jackets.**

### **2.09 Vehicle Safety Check Questions**

Question topic bank for show me / tell me

**NB:** Examiners must ask three show and two tell for ADI part two. Safety questions are to be selected in rotation and recorded on back of DL25 for audit and quality assurance checks.

#### **B 01 Oil - Show**

Open the bonnet, identify where you would check the engine oil level and tell me how you would check that the engine has sufficient oil.

#### **B 02 Steering - Show**

Show me / explain how you would check that the power assisted steering is working before starting a journey.

#### **B 03 Coolant - Show**

Open the bonnet, identify where you would check the engine coolant level and tell me how you would check that the engine has the correct level.

#### **B 04 Handbrake - Show**

Show me how you would check the parking brake (handbrake) for excessive wear; make sure you keep safe control of the vehicle

**B 05 Washer fluid - Tell**

Identify where the windscreen washer reservoir is and tell me how you would check the windscreen washer

**B 06 Horn - Show**

Show me how you would check that the horn is working (off road only).

**B 07 Brake fluid - Show**

Open the bonnet, identify where the brake fluid reservoir is and tell me how you would check that you have a safe level of hydraulic brake fluid.

**B 08 Indicators - Show**

Show me how you would check that the direction indicators are working.

**B 09 Brake lights - Show**

Show me how you would check that the brake lights are working on this car. (I can assist you, if you need to switch the ignition on, please don't start the engine)

**B10 Brakes -Tell**

Tell me how you would check that the brakes are working before starting a journey.

**B11 Lights -Tell**

Tell me how you would check that the headlights & tail lights are working. (No need to exit vehicle)

**B12 Tyre pressure - Tell**

Tell me where you would find the information for the recommended tyre pressures for this car and how tyre pressures should be checked.

**B13 Tyres - Tell**

Tell me how you would check the tyres to ensure that they have sufficient tread depth and that their general condition is safe to use on the road.

**B14 Windscreen Washers - Show**

Show me how you would clean the windscreen using the windscreen washer and wipers.

**B15 Windscreen - Demister Show**

Show me how you would set the demister controls to clear all the windows effectively, this should include both front and rear screens.

**B16 Rear fog light - Show**

Show me how you would switch on the rear fog light(s) and explain when you would use it / them. (No need to exit vehicle, please don't start the engine.)

**B17 Headlights - Show**

Show me how you switch your headlight from dipped to main beam and explain how you would know the main beam is on whilst inside the car

**B18 Head Restraints - Tell**

Tell me how you make sure your head restraint is correctly adjusted so it provides the best protection in the event of a crash

**B19 Brakes - Tell**

Tell me how you would know if there was a problem with your anti lock braking system

**2.10 Assessment**

A driving fault will be recorded for each incorrect answer up to a maximum of four driving faults. If the candidate answers all five questions incorrectly, a serious fault will be recorded. (Follow similar guidelines as per DT1 for guidance on examiner taking action etc.

**2.11 Driving Technique (Part Two Test) - Requirements of the Test**

Candidates are required to satisfy the examiner that they are skilled, safe and consistent drivers, and the result of the test will depend solely upon their driving performance under test conditions. Candidates will need to demonstrate that they know the principles of good driving and road safety and apply them in practice. In particular, they must satisfy the examiner on the following subjects: -

- Expert handling of controls
- Use of correct road procedure
- Anticipation of the actions of other road users and taking appropriate action
- Sound judgement of distance, speed and timing
- Consideration for the convenience and safety of other road users
- Eco- Safe driving ability

**2.12 'Eco-Safe Driving'**

From the 10 September 2008 the part two test will come into line with all other categories of test. Therefore the eco-safe driving assessment will **not** influence the overall result. The content, assessment and recording of faults within the headings on the DL25 have not changed. Any fault committed that is assessed as worthy of being recorded should still be marked under the appropriate heading. The eco-safe driving assessment will be based on the overall performance throughout the test. Examples of an eco-safe fault are as follows:

1. A candidate who brings a vehicle for test with cruise control fitted and in working order would now be expected to demonstrate safe and relevant use. This could be where a fixed speed was able to be sustained for some distance and it would be reasonable to expect its use. Subject to prevailing road, weather and traffic conditions this could include use on roads of 30mph as well as on open roads and where national speed limits apply. Less fuel is used for a set speed on cruise control than by a driver trying to maintain the same speed with cruise control switched off and using the accelerator pedal.

Or

2. The candidate is driving on an open road and making good progress but will need to reduce speed to satisfy a lower speed limit. The candidate is seen to demonstrate safe driving procedure and not commit any control or procedure faults to respond to the change, however instead of timing it well by easing off the accelerator and using engine braking to arrive at the lower speed limit the vehicle's pace is sustained longer than appropriate

by use of the accelerator then followed by use of the footbrake to comply. Driving finesse with respect to eco-safe driving technique was not displayed as the energy applied to slow the car down on the footbrake could have been eliminated by releasing the accelerator earlier thus saving fuel as well as achieving the same objective of complying with the lower speed limit.

The examples above do not cover the whole range of eco-safe driving styles and are for guidance.

At the end of the test and after the driving faults have been counted and recorded on the DL25 the examiner should assess whether the candidate has demonstrated competence in eco-safe driving. If they have not a mark should be made in either the 'planning' or 'control' boxes or possibly both. An explanation as to why they have been marked would also be included in the de-brief.

The emphasis is on educating the public of the benefits of driving in an eco friendly style. Therefore all candidates will be provided with an eco-safe driving leaflet which provides hints and tips on how to save fuel.

Candidates will also be asked to demonstrate their ability to perform all or any of the following manoeuvres: -

- Move away straight ahead or at an angle
- Overtake, meet or cross the path of other vehicles and take an appropriate course
- Turn right-hand and left-hand corners
- Stop the vehicle as in an emergency
- Drive the vehicle backwards and whilst so doing enter limited openings to the right and the left
- Reverse parking exercise (bay park or on road).
- Turn the vehicle round in the road to face the opposite direction by use of forward and reverse gears

### **2.13 Alternative Routes**

It is essential that at each practical test centre, there should be at least two routes for the part two test. Details of each route should be available at the centre for the use of visiting examiners and updated copies forwarded to your area ACDE and area CEU for inclusion on the DSA website.

### **2.14 Instructions to Candidates**

Examiners should take great pains to make their instructions absolutely clear. All instructions as to direction must be given in good time and any more complicated instructions only while the vehicle is stationary. It should not normally be necessary to ask the applicant to stop the engine. The candidate should be given no excuse to complain of having been flustered or hurried.

### **2.15 Standard Wording**

In the interests of uniformity during training, the verbal instructions necessary to the conduct of the practical tests have been standardised. Whilst examiners should familiarise themselves with the standard wordings, these may be varied providing the message remains clear. Examiners should try to use a natural tone of voice and not sound stereotyped.

### 2.16 Start of Actual Drive

On entering the car the examiner should give a pre-brief, explaining the test and stating that "a high standard of driving is expected" and then the candidate should be instructed, "Throughout the test...etc". They should then start the engine and move off without any further instruction other than that required indicating the immediate route to be taken.

### 2.17 Starting the Engine

It is important that the candidate should take the usual precaution of seeing that the handbrake is applied, and the gear is in neutral, before attempting to start the engine.

### 2.18 Moving Off

The test of ability to move away smoothly from rest should include, wherever possible, ability to move off on reasonably steep uphill and downhill gradients. In districts where no such gradients are available, the examiners should satisfy themselves that the candidate understands how to co-ordinate the clutch while releasing the handbrake when starting uphill. The test should include moving out at an angle when drawn up behind a stationary vehicle. In this case the examiner should observe whether the candidate first sees to the front, then to the rear, that the way is clear for pulling out and gives the appropriate signal if necessary. A candidate starting on a gradient should be capable of paying attention to other traffic, as well as moving the vehicle away without rolling backwards, or forwards, and without excessive engine revolutions.

### 2.19 Signals

The candidate is expected to give signals in accordance with the advice given in the Highway Code, i.e. when they would help or warn other road users. When signals are given, they should be given clearly and in good time. The emphasis should be on the giving of signals by direction indicators. If the candidate asks about methods of signalling he should be told to "signal as you do normally".

### 2.20 Normal Progress

The candidate should not be regarded as having satisfactorily passed the part two test if they only demonstrate their ability to drive on normal roads at a low speed or in the lower gears. The examiner, however, should on no account suggest to the candidate any increase of pace as, in the event of an accident, an embarrassing situation could result.

### 2.21 Emergency Stop

An emergency stop should be given at a nominated place on the chosen route, but at any time during the test. This can only be carried out safely and effectively where road and traffic conditions are suitable. If an emergency has already arisen naturally during the test this special exercise is not required; in such cases the candidate should be told and a note made on the DL25.

The examiner should explain to the candidate, while the vehicle is at rest, that he will shortly be asked to stop the vehicle as in an emergency. The warning to stop the vehicle as quickly and as safely as possible will be the verbal signal **"Stop!" together with a simultaneous visual signal given by the examiner raising the right hand to face level**. This should be demonstrated. **Care must be taken that the emergency stop is not applied on a busy road or in any place where danger to road users may arise.**

It is essential that examiners take **direct rear observation** to ensure that it is perfectly safe to carry out the exercise and should explain to the candidate that they will be looking

behind to make sure it is safe to carry out the exercise, and that the candidate should not pre-empt the signal by suddenly stopping when the examiner looks round, but should wait for the proper signal to be given.

The emergency stop exercise must not be used for the purpose of avoiding a dangerous situation. Where for any reason the examiner is unable to give the emergency stop within a reasonable period, the candidate should be asked to pull up, care being taken to choose the right moment as the candidate will have been expecting the emergency stop signal and may react accordingly. He should then be advised that the exercise will be given later and that they will be warned again beforehand. If a candidate asks whether they are required to give an arm signal in making the emergency stop, they should be told that the command "stop!" will be given only when it appears that no danger will arise as a result of a sudden stop, but that it must be assumed that an extreme emergency has occurred and it is for the candidate to demonstrate the action they would take in such an emergency.

**NB:** Anti-lock braking systems (ABS) are being fitted to an increasing number of vehicles. Examiners should **not** enquire if a vehicle presented for a test is fitted with ABS. Some ABS systems require a variation in the operation of the clutch and footbrake when braking in an emergency and, under severe braking, tyre noise may be heard. This does not necessarily mean the wheels have locked and are skidding. Examiners should bear these points in mind when assessing the candidate's control during the emergency stop exercise.

## **2.22 Normal Stop**

During the course of the test, two or three normal stops will have to be made. The words "pull up" should be used. The imperative "stop" should be used only for the emergency stop. The assessment of normal stopping should be based on the provisions of the Highway Code; the candidate should be able to bring the vehicle to rest within a reasonable distance of the nearside kerb. The examiner should observe whether, after the normal stop, the candidate applies the handbrake and returns the gear lever to neutral.

## **2.23 Manoeuvres**

The candidate is required to carry out the following manoeuvres:

- Left **and** right hand reverse
- Reverse parking (into a parking bay at the DTC **or** on road)
- Turn in the road
- The candidate is expected to demonstrate proper care for the safety of pedestrians or vehicles whilst engaged in any manoeuvre.

## **2.24 Reversing - Left and Right Hand**

The degree of accuracy required is the ability to reverse the vehicle into an opening wide enough to accommodate it with a 50% margin on each side while keeping a reasonable distance from the appropriate kerb. **The manoeuvre must not be applied in a car park, crossroads or into a private gateway.**

A candidate may refer to the advice given in the Highway Code and ask the examiner to assist in the reversing manoeuvre. Whatever type of vehicle the candidate is driving, they should be informed that the purpose of the test is to prove competence to reverse without the assistance of a supervisor, and that they should proceed to carry out the exercise as they would if unaccompanied. In no circumstances is the examiner to get out of the vehicle to direct or assist the candidate.



### **2.25 Left-Hand Reverse**

The candidate should be asked to bring the vehicle to rest **before** they reach the opening on the left-hand side into which it is intended that they intend reverse, and then told to drive past and subsequently reverse into it. They should be asked to continue to drive the vehicle in reverse gear for some distance after they have straightened up, still keeping reasonably close to the kerb.

### **2.26 Right-Hand Reverse**

The candidate should be asked to pull up on the left-hand side well before the opening on the right into which it is intended that he should reverse. They should next be asked to continue on the left until they have past it and then move across to the right-hand side of the road and stop in order to reverse into the opening. They should be asked to continue to drive the vehicle in reverse gear well down the side road keeping reasonably close to the right-hand kerb. The latter point is important because, in moving away after completing the reversing movement, the candidate will need to safely regain the left-hand side of the road.

### **2.27 Reverse Parking Exercise**

The reverse park exercise can be conducted either into a parking bay in the DTC car park or on road. Follow advice given in the DT1 relating to frequency of use – on road .v. car park.

### **2.28 Parking in a Bay (at the start of the test)**

Examiners should allow the candidate to reverse into any bay of their choice and no attempt should be made by the examiner to determine or dictate which bay is used or how the candidate should carry out the exercise.

When the exercise is carried out at the start of the test the candidate should be asked to drive out of the bay to the left or right (if both options are available) and stop with the wheels straight before reversing into any convenient bay. This instruction is to prevent the candidate from reversing back into the bay on the same lock.

Providing some attempt has been made to straighten the front wheels, examiners should not be concerned if the wheels are not completely straight. The candidate may elect to drive forward to adjust the angle at which they address the bay they intend to reverse into, or space permitting, they are allowed to drive forwards into one bay before reversing back in a straight line into the opposing bay.

Once the exercise has been completed the candidate can be given the instructions for following directions around the route.

### **2.29 Parking in a Bay (at the end of the test)**

On the approach to the DTC the candidate should be advised to turn into the car park and reverse into any convenient bay. The candidate can again make their own choice of bay and carry out the manoeuvre in the way that they choose, given the restrictions that may be imposed by the characteristics of the car park. Candidates should park within a bay. In making an assessment examiners should consider whether the car could reasonably be left, in that car park in the prevailing conditions, in that position. Candidates should not normally be penalised for crossing the lines when entering the bay. Parking outside the bay is unacceptable.

### 2.30 Parking on the Road

The candidate should be asked to pull up on the left well before reaching the next stationary vehicle on the left. They should then be asked to drive forwards and stop alongside the car ahead keeping level and parallel with the other vehicle, then reverse and park reasonably close to, and parallel with, the nearside kerb. They should be asked to complete the exercise within about two car lengths of the stationary vehicle. In assessing the exercise, the degree of accuracy expected should be in line with what is required for the left and right reverse manoeuvres, in that the candidate's vehicle should finish reasonably close to, and parallel with the nearside kerb, and within two car lengths of the parked vehicle.

### 2.31 Turning in the Road

The object of this test is to see that the candidate can manoeuvre and control the vehicle in a restricted space. Proper handling of the clutch, accelerator and handbrake; judgement of the position of the vehicle in relation to the kerb, and proper observation, is essential. They should be asked to avoid touching the kerb during either the forward or reverse movement. If a candidate starts this test by reversing they should be stopped and reminded that the first part of the turn should be carried out by the use of a forward gear. The situation chosen for this test should be a quiet road, preferably without a gradient, about 6 metres (20 ft wide), but a greater width is desirable when the candidate's vehicle is longer than the average. Where, however, the absence of a suitable gradient has prevented the 'moving away uphill' manoeuvre it may be carried out on a road with a steep camber.

### 2.32 Traffic Signs and Signals

The examiner should be satisfied that the candidate acts promptly on all signals given by traffic signs, the police, authorised traffic controllers and other drivers. At a junction where there is a "**stop**" sign the examiner should observe whether the candidate complies with the sign by stopping the vehicle at the transverse line, before entering the major road, and waiting there until it is possible to proceed in safety and without inconveniencing other road users.

### 2.33 Turning Right and Left (at road junctions)

The candidate should be advised **well before** they come to a road junction that they are to turn right or left. The examiner should observe whether the candidate approaches with the vehicle under proper control, takes due account of the type of junction and any warning signs, uses the mirrors, gives the appropriate signals in good time, takes up the correct road position before turning, takes effective observation before emerging and adopts the proper position on the road after turning.

The examiner should take particular note of the candidate's driving as they approach junctions with poor visibility. **Position and control at minor roads is particularly important.** The route should include a section of residential roads so that the candidate's reaction to intersections of minor roads may be seen. A driver who is over cautious at a main road will frequently be careless at junctions of minor roads, e.g. will cruise over minor crossroads too fast without taking proper observation.

### 2.34 Overtaking, Meeting and Crossing

The candidate's behaviour should be observed when overtaking and meeting other vehicles, and when crossing the path of other traffic to turn right. The use of the mirrors to observe following traffic and the giving of appropriate signals before overtaking should be

noted. While showing consideration for other drivers, the candidate should not give way unduly to other vehicles when it would be normal to proceed.

### **2.35 Forms**

Examiners will use form DL25 for the purpose of recording faults for the part two test. It is essential that the **actual form used on the test** be filed with the other relevant documents.

### **2.36 FTAs, FTCs, Forfeiture of Fees and Weather Postponements**

In cases where the candidate either fails to attend (FTA) or, having attended, fails to complete (FTC) the test, the DL25 should be annotated with the appropriate numerical code in the activity code box together with brief details of the circumstances in the remarks column on the back of the DL25B. The DL25A will be sent to Central Functions with the relevant code recorded on the journal before posting to Newcastle. The DL25B should be kept on file with the rest of the work as normal.

### **2.37 Physical Disabilities**

Whilst a candidate for registration does not have to disclose a physical disability, the examiner may notice it, or even have it brought to his notice by the candidate. A physical disability is not necessarily a bar to registration; the ability to do the job is the main criterion. Candidates will be expected to take **direct observation through the rear** of the car when carrying out reversing manoeuvres, reliance on mirrors is not acceptable.

### **2.38 Emergency Control Certificate (ECC)**

The Road Traffic (Driving Instruction by Disabled Persons) Act 1993 came into effect on 9 September 1996 making provision to enable persons with a physical disability to be authorised to become driving instructors. This created a category of Approved Driving Instructor (ADI) who can only give instruction in cars with automatic transmission. It is only open to drivers whose driving licence is restricted to automatics because of a disability. In order to apply to become an Instructor, applicants must first obtain a certificate which verifies their ability to take control of the tuition vehicle when necessary. Until recently the assessments have been carried out at the Mobility Advice and Vehicle Information Service (MAVIS) at Crowthorne in Berkshire. MAVIS ceased to offer this service from the 7 March 2007. The Training and Development Centre at Cardington took over the responsibility for the assessments leading to the issue of the Emergency Control Certificates (ECC) with effect from April 2008.

The assessment consists of seven exercises each of which is designed to test the Potential Driving Instructors ability to take control of the vehicle as and when relevant in the interest of safety. The test will be carried out in an adapted car which has been transferred from MAVIS to the Cardington fleet.

To apply for an Emergency Control assessment application form. The candidate will contact:

Instructor Services & Registration Team (ADI)  
The Axis Building  
Upper Parliament Street  
Nottingham. NG1 6LP

The completed application form should then be sent to:

Emergency Control Certificate Assessor  
The Training & Development Centre  
Paul Waller Ave, Off Harrowden Lane,

Cardington,  
Bedfordshire.  
MK 44 3ST.

Tel 01234 744000  
Fax 01234 744010

On receipt of application a member of the Cardington team will contact the candidate to arrange the earliest convenient date and time. This will be confirmed in writing.

Cardington will carry out the assessment, issue the result and debrief. A successful candidate will be issued with an Emergency Control Certificate (ECC) which is a pre-condition to qualify in the restricted category of ADI's.

A copy of the ECC should then be submitted to Instructor Services & Registration Team in Nottingham with the application for registration.

Should a disabled person present for the test without an ECC the following information should be obtained prior to the practical drive:

- The nature of the disability and its effect (if any)
- Details of any adaptations to the vehicle

The information obtained should be recorded in the space provided on the back of DL25. Any amendments or restrictions recorded on the candidate's driving licence should also be noted. Record any restrictions listed on the candidates licence; otherwise a note should be made on what the candidate is able to tell you about any restriction of his licence. An ADI 22 should be completed and sent back **with the ECC** to the Instructors Services and Registration Team at the end of the week.

PDIs who have an unrestricted manual licence can also qualify to become an Approved Driving Instructor. If a PDI attends for an ADI practical test in a manual vehicle fitted with additional adaptations the test should be conducted. Upon completion the ADI examiner should e-mail the Instructor Services and Registration Team providing the following information:

1. Type of test conducted
2. Name of PDI
3. PRN
4. Details of their disability and any additional adaptations fitted to the vehicle

### **2.39 Condition of Vehicle - Part Two Test**

The candidate is required to provide a suitable saloon motorcar or estate car in proper condition, for the practical test. A soft top / cabriolet is not acceptable. It should be fitted with an orthodox (i.e. non-automatic) transmission system, right-hand steering, a readily adjustable driving seat with head restraint and seat belts and a seat for a forward-facing front passenger. Vehicles fitted with automatic hand brakes are not suitable for test unless the auto feature can be disabled for manual use. An additional interior rear view mirror will be required for the examiner's use while sitting in the front passenger seat. The vehicle may carry advertisements but **not** 'L' plates.

If, in the opinion of the examiner, the car provided does not comply with the above requirements or with any legal requirement relating to the use of vehicles on the road (this

includes displaying a current road fund licence), the examiner should explain to the candidate that he will not be able to conduct the test and should record the circumstances on the DL25 and complete the journal with the relevant code. Candidates who protest should be listened to with sympathy and told to forward their objections to ADI Branch. Undue discussion must be avoided. Although a car used for the test may initially appear to be satisfactory, it may become apparent at a later stage that the vehicle is not in proper condition as to the operation of the controls, or in other ways. In this event the examiner should explain the situation (on the lines already indicated) and terminate the test. Any enquiry about loss of fee should be referred to ADI Bookings.

## **2.40 Road Fund Licence**

As per DT1.

## **2.41 DL25**

The report form used in test two, DL25, should be completed as follows:

An oblique stroke (/) will be the method of recording all levels of faults committed. The weight of the fault recorded will be within the box of the respective description and under the appropriate heading; i.e. that of a driver fault; a serious fault or a dangerous fault. Examiners must be careful to use a ballpoint pen and press sufficiently hard so that a clear copy is made for the candidate.

When each exercise or manoeuvre from two - six has been completed, a horizontal line will be used to record the fact. The Reverse Park on the DL25 should also be annotated by means of an oblique stroke against (R or C) to indicate which reverse park exercise has been carried out. All marks should be carefully recorded so as to not go outside the designated marking areas.

**Back of the Form:** The details required on the back of the form will be entered in the office, after the test.

**Weather Conditions:** Insert a ✓ against the box or boxes to fit the appropriate description

**Candidate:** The examiner should give a brief description of the candidate, in such terms as to recall the latter to mind should the need arise later. This information should concentrate on points such as irregularity of features, colour of hair, distinguishing marks such as freckles, etc. Description of clothing worn is of little use in the case of suspected impersonation. The description, though brief, should be sufficient for an investigating officer to be reasonably certain that the person who took the test was either genuine or not. The reference to age should be your assessment. Description should be as per DT1.

### **Driver Identification code:**

Insert the code to describe the identification provided

<b>DL</b>	Paper driving Licence
<b>PC</b>	Photo card driving licence
<b>PP</b>	Passport

**Remarks:** After failed tests only, the `remarks' space should be used to record details of performance, for example: -

- All driving faults, serious and dangerous faults should be written up

- Any unusual behaviour or comment by a candidate during the part two test
- Any other special feature of the test.
- Plain language with no abbreviations should be used for all notes under 'remarks'
- Record the name of any person accompanying the test

In the case of all tests, the examiner should tick the appropriate boxes on the front of the DL25 as to whether the oral explanation was offered and/or accepted. Where the candidate refuses the de-brief, the examiner should give their opinion as to why in the 'remarks' space on the reverse of the form.

**A pass in the part two test** should be recorded by inserting an oblique stroke (/) in the pass box followed by the number 1 in the activity code box. **A failure in the part two test** would be recorded by inserting an oblique stroke in the fail box followed by the number 2 in the activity code box. All entries on DL25 should be in ink, and made as neatly as possible.

#### **2.42 Fault Markings on Form DL25**

- Unable to meet the requirements of the eyesight test (test one) at 27.5 metres
- Controlled stop - inadequate braking, slow reaction or lack of control
- Left reverse - incorrect use of controls and / or inaccuracy
- Lack of effective all round observation during this reversing exercise
- Right reverse - incorrect use of controls and / or inaccuracy
- Lack of effective all round observation during this reversing exercise
- Reverse parking - incorrect use of controls and / or inaccuracy
- Lack of effective all round observation during the reverse parking exercise
- Turning in the road - incorrect use of controls and / or inaccuracy
- Lack of effective all round observation during the turn in the road exercise
- Failure to take proper precautions before starting the engine
- Uncontrolled or harsh use of the accelerator
- Uncontrolled use of clutch
- Failure to engage the gear appropriate to the road and traffic conditions or for junctions. Coasting in neutral or with the clutch pedal depressed. Not changing gear or selecting neutral when necessary
- Late and / or harsh use of footbrake
- Not applying or releasing the parking brake when necessary
- Erratic steering, overshooting the correct turning point when turning right or left, hitting the kerb when turning left. Incorrect positioning of hands on the steering wheel or both hands off the steering wheel
- Failure to take effective precautions before moving away
- Inability to move off smoothly; straight ahead, at an angle, or on a gradient
- Failure to make effective use of the mirrors before signalling
- Failure to make effective use of the mirrors before changing direction
- Failure to make effective use of the mirrors before changing speed
- Omitting a necessary signal
- Signal not in accordance with the Highway Code. Failure to cancel direction indicator. Beckoning pedestrians to cross
- Incorrect timing of signal - too early so as to confuse other road users or too late to be of value
- Passing too close to stationary vehicles or obstructions

- Failure to comply with "**stop**" signs, including "**stop children**" sign carried by school crossing patrol
- Failure to comply with directional signs or "**no entry**" signs
- Failure to comply with road markings e.g. double white lines, box junctions
- Failure to comply with traffic lights (not pedestrian crossings)
- Failure to comply with signals given by a police officer, traffic warden, or other persons authorised to direct traffic
- Failure to take appropriate action on signals given by other road users
- Driving too fast for the prevailing road and traffic conditions
- Keep distance - following too closely behind the vehicle in front
- Leave a reasonable gap from the vehicle in front when stopping in lines of traffic
- Driving too slowly for the prevailing road and traffic conditions
- Unduly hesitant
- Approaching junctions either too fast or too slow
- Not taking effective observations before emerging and / or emerging without due regard for approaching traffic at junctions
- Incorrect positioning before turning right
- Positioning too far from the kerb before turning left
- Cutting right hand corners
- Overtaking or attempting to overtake other vehicles unsafely
- Not showing due regard for approaching traffic
- Turning right in a safe manner when involving traffic approaching from the opposite direction
- Incorrect positioning of the vehicle during normal driving
- Failure to exercise proper lane discipline
- Failure to give precedence to pedestrians on a pedestrian crossing. Non compliance with traffic lights at a pedestrian crossing
- Normal stop not made in safe position
- Not anticipating what other road users intend to do or reacting inappropriately. This includes any inconveniencing of pedestrians actually crossing the road at a junction whether or not controlled by lights)
- Failure to use the ancillary controls when necessary.
- Failure to demonstrate an 'eco-safe' standard of driving.

### **2.43 Advisory Speed Limits**

Advisory speed limits are often being used in particularly sensitive areas, such as outside schools, where it is considered that a reduction in speed would benefit the immediate community; they are there to encourage people to drive at a lower speed than they might otherwise do.

In common with assessing all other driving situations examiners must assess whether the driver's actions are safe and not automatically record a fault if the driver does not rigidly comply. As in some instances there may be mitigating circumstances, such as in school holidays or at quiet times of the day, where there are very good fields of vision and low pedestrian activity and safety is not compromised. However, there will be instances where to exceed advisory limits could not be considered as safe and sometimes especially in narrow residential streets the driver may need to reduce their speed considerably lower than the advisory limit.

Nevertheless it is not DSA policy to automatically record a serious fault if a driver does not rigidly comply with such limits. In common with assessing all other driving situations

examiners must assess whether the driver's actions are safe. In some instances there may be mitigating circumstances such as very good fields of vision and low pedestrian activity. But in most instances to exceed these limits could not be considered as safe and sometimes especially in narrow residential streets the driver may need to reduce their speed considerably lower than the advisory limit.

#### **2.44 Steering**

To ensure uniformity, when conducting car or vocational tests and ADI qualifying examinations, only assess the candidate's ability to control the vehicle and do not consider it as a fault if, for example, they do not hold the steering wheel at ten to two or quarter to three or if they cross their hands when turning the steering wheel. The assessment should be based on whether the steering is smooth, safe and under control. Over the years vehicle technology has developed and driving technique has had to keep pace with that development, for example; the driver's use of gears or steering. In the past, drivers used the gears sequentially but today's drivers are able to be selective in terms of which gear is the most appropriate for the road and traffic conditions. No longer do we change down through each gear as we did years ago when brakes were less effective. Steering is another example, whereby the weight of the vehicle and the effort required turning the steering wheel resulted in the driver adopting a push pull technique. Nowadays power steering enables the driver to adopt their own safe style of steering with an emphasis on vehicle control rather than a prescribed method.

When assessing the ability of a learner driver it has been a long established principal only to assess the candidate's ability to control the vehicle and not to consider it as a fault if for example they do not hold the steering wheel at ten to two or quarter to three or if they crossed their hands when turning the steering wheel. However, when assessing an ADI part two test examiners are trained to consider technique and on occasions this may have lead to faults being recorded if the driver crossed their hands when steering.

Driving instructors are now being trained to be less prescriptive in their approach when teaching driving, being more focussed on outputs rather than driving techniques. Therefore regardless of category or type of test being conducted, providing safety is not compromised - there is **no** deviation from the defined outcome if a driver does not hold the steering wheel at ten to two or quarter to three or crosses their hands when turning the steering wheel.

#### **2.45 Assessment and Recording of Faults**

Faults should be assessed as they occur in the course of the test and recorded at the earliest, safe opportunity. Faults should be recorded on the DL25 as follows:

##### **Driving faults which do not involve a serious or dangerous situation (Driving fault): -**

A driving fault of this type, which is considered **worthy** of being marked, should be recorded by means of an oblique stroke on the left side of the appropriate panel on the front of DL25, level with the item to which it refers.

Repetition of the same driving fault should be recorded by means of a second oblique stroke (to the right of the first).

Further repetition of the same driving fault should be recorded as additional oblique strokes. A persistent repetition of a driving fault, showing a pattern in the candidate's driving, **may** be regarded as serious.



**Serious faults, or those which involve a potentially dangerous situation**, should be recorded by means of an oblique stroke under the S column against the item to which it refers.

**Dangerous faults, those which involve actual danger**, should be recorded by means of an oblique stroke under the D column against the item to which it refers.

The DT1 gives clear guidance to examiners on the procedure to be followed in the event of dangerous driving by the candidate. Should a candidate's driving be so dangerous as to pose a danger to the public or the occupants of the car the test should be terminated and the same procedures given in the DT1 should be followed.

#### **2.46 Marking Standard**

**A pass** should be recorded when a candidate incurs no more than six driving faults, which do not include a serious or dangerous fault.

**A failure** should be recorded against a candidate who incurs seven or more driving faults or a **serious** or **dangerous fault**.

#### **2.47 Announcement of Result - Test Two**

At the completion of the route the examiner should ask the candidate to pull up at a convenient place (as near to the office as practicable) and switch off the engine. The candidate should be informed of the result.

At the end of all tests the examiner should offer to give a brief explanation to the candidate of the faults marked on DL25. This is usually best done immediately following the announcement of the decision.

With the candidate's approval (refer to Data Protection Act – chapter 11) there is no objection in allowing the trainer to listen to your discussions with the candidate. Our objectives are, after all, to improve the quality of driving instruction and allowing the trainer to listen in means that they may be better informed and consequently more able to give constructive guidance to his trainees on driving skills.

The candidate should be advised that if they wish to accompany the examiner to the office they will receive the relevant papers within a few minutes. If they decline to wait they should be told that the documents will be forwarded to their home address by first class post the same day. Where the candidate elects to return to the examiner's office they should be asked to wait in the waiting room or other suitable facility. At some offices the examiner may ask the candidate to wait in the car if it is parked safely close to the office.

The appropriate parts of the 'oral de-brief' box should be deleted when the remaining parts of the DL25 are completed. If a candidate becomes abusive or is so upset that an explanation is obviously of no value, the examiner should abandon the attempt and a brief note should be recorded on the ADI 25.

**Note:** All DL25s must have a cross marked in the 'no licence rec'd' box. This includes FTA's and terminations.

#### **2.48 Completion of Test Documents - Test Two**

**Pass** - after completing the back of the DL25B the examiner should complete form ADI 11 and retain a clear carbon copy.

**Failure** - after completing the back of the DL25B the examiner should complete form ADI 10D, again retaining a clear carbon copy.

#### **2.49 Disposal of Test Documents - Tests One and Two**

After completion of the relevant documents in the office the examiner **must make a thorough check before handing them to the candidate or posting them.** When posting documents to the candidate they should **always** be sent by first class post **the same day.** Details of the date of posting should be recorded near the 'date' box.

**Pass** - Form ADI 1 and the DL25C and D should be handed to the candidate or posted using the appropriate window envelope. Return the letter of invitation (if retained) and ask if the candidate requires form ADI 3L to apply for a trainee licence.

The ADI 11 copy and DL25B should be stapled together at the top left corner with the ADI 11 on top.

**Failure** - Forms ADI 10D, the DL25C and D and their letter of invitation should be handed to the candidate or posted using the appropriate window envelope. Forms ADI 10D copy DL25B should be stapled at the top left corner with ADI 10D on top.

**Note: The test results must be recorded on the daily journal. To protect data the journal is retained in the office. The DL 25's are posted along with a batch header to Central Functions in Newcastle.**

In cases where the candidate fails to attend or arrives late or a test is started but not completed, the DL25B with a brief note of the circumstances in the remarks space should be completed and filed at the test centre in the normal way. The DL25A should be sent to Central Functions at Newcastle with the appropriate activity code recorded.

## Chapter 3

### The Instructional Ability Test

#### 3.01 Preparation of Documents

The report forms used for test three are ADI 26/PT/01 to 10, each number corresponding to the Pre Set Test (PST) chosen for the particular test. Prior to the test an ADI 26 should be prepared with the relevant information about the PDI, obtained from the daily journal (i.e. examiner's name, location, candidate's name, personal reference number, date, and centre).

#### 3.02 Reception and Identity Check

When meeting the Potential Driving Instructor (PDI), the examiner should give a self-introduction and offer a handshake then apply the following checks pleasantly and courteously. Name badge to be worn but removed before the practical test begins. Ask to see the letter of appointment ADI 9 and photo driving licence with paper counterpart. If an old style licence is produced the PDI must also have an acceptable form of photo identification. Trainee licence is acceptable or a valid passport. The photo licence should be scanned as per DT1. **No licence no test.**

Refer to the note about insurance on the ADI 9, saying, "Are you sure that I am insured to drive your car?" Ask the PDI to read and complete the declaration on the form ADI 26/PT. If the PDI refuses to sign the declaration or there is any doubt about the insurance cover the test should not proceed. Make sure that the declaration has been completed correctly. Compare signature with their licence or alternative proof of identification.

Ask for the instructor training declaration (ADI 21AT) if required and retain for posting to the ADI section at the end of week. If the candidate does not bring along the relevant papers this does not invalidate the test. The ADI branch should be notified by way of an ADI 22 so that action may be taken to revoke the trainee licence. It should be clearly understood that the training requirements have no bearing on the conduct of the test and under no circumstances should tests be cancelled simply because the training declarations have not been received.

Retain ADI 9 for address details if the PDI has a change of details until the end of the test. Enquire if L-plates are fitted to the car. Check Emergency Control Certificate (ECC) (if applicable).

**Note:** If a candidate holds an ECC then the adaptations listed on the certificate **must** be fitted, if they are not then the test should be terminated. A note of the adaptations fitted should be entered in the remarks box on the PST form and an ADI 22 should be completed, the ECC (or copy) should be forwarded onto the Instructor services and registration Team in headquarters. PDI'S who have an unrestricted manual licence can also qualify to become an Approved Driving Instructor. If a PDI attends for an ADI practical test in a manual vehicle fitted with additional adaptations the test should be conducted. Upon completion the ADI examiner should 'E' mail the Instructor Services and Registration Team (ADI) providing the following information:

1. Type of test conducted
2. Name of PDI,
3. PRN
4. Details of their disability and any additional adaptations fitted to the vehicle.

### 3.03 Insurance

A PDI who gives an inconclusive or evasive answer to the question about insurance cover for the test should be pressed, courteously but firmly, to be more precise. If, as a result, the answer is satisfactory and they have completed the declaration, the test should proceed. Should they refuse to sign the declaration the test should not be conducted.

Insurance companies sometimes ask for personal details of the examiner in order to insure the car for the part three test. The PDI should be informed that the car must be insured for any examiner, as the Agency cannot guarantee that a particular examiner will conduct the test. Exceptionally, on the day of the test when the examiner can be guaranteed, the examiner can provide their name for insurance purposes. PDI's can also be informed that all examiners are over the age of 25 years. However, the examiner **must not** provide any other personal details.

If a PDI attends for a practical test and has already named the examiner on his insurance, the test should be conducted, providing the declaration on ADI 26/PT is signed in the usual way.

**N.B:** Easy-Car rental cars are not suitably insured for the purpose of the part three test.

### 3.04 Duration of the Part Three Test

The test of instructional ability should take approximately one hour. Examiners should aim at allowing about a minimum of 28 minutes for each of the two phases, but will appreciate that a PDI who usually takes perhaps an hour for each lesson cannot be expected to compress their tuition into the time allowed. Two things follow in consequence (a) the examiner must be careful not to suggest to the PDI that the time available for instruction is limited, (b) the PDI must not be faulted for not covering a whole exercise, if lack of time is the only reason for them not doing so. They should be assessed on the tuition they have given, and it is only when the PDI has clearly finished with the subject that it may be assumed they have nothing more to say.

The PDI is required to provide a suitable saloon or estate car in proper condition for the practical test. It should be fitted with an orthodox (i.e. non-automatic) transmission system, right hand steering, and a readily adjustable driving seat and a seat for a forward facing front passenger.

As this is an instructional test, 'L' plates (or 'D' plates in Wales) will be displayed, unless the second phase comprises of that of a pupil who is a full licence holder. Time will be given at the end of the first phase for the PDI to cover/remove the 'L' plates (From March 2006 if 'L' plates cannot be removed or covered the test should continue in the usual manner with the examiner starting the second phase as a **(Full Licence Holder.)** They should not change the pupil role from FLH to Trained stage simply because the L plates cannot be removed or covered.

The area in which the examiner carries out this test is dictated by time and type of exercise and with the exception of exercises one and two there is no reason why each exercise should not start in the vicinity of the office.

It may not be convenient or suitable to start exercise one or two from outside some offices. In which case it will be for the examiner to advise the PDI that it will be

necessary for them to drive for a short distance to a suitable area. It is for the examiner to use the shortest possible route to allow a suitable location to be reached.

The PDI should be told to assume that they have picked up their pupil at the pupil's place of work and that the PDI would drive to a suitable place to commence the lesson. The PDI should be told that they will be given directions as to the route and they should remember that this is an instructional test and not a test of their own driving ability.

### **3.05 Objective of the Test**

The objective of the part three test is to assess the value of the instruction that the PDI gives, and their ability to impart knowledge to their pupils. In order to be able to make a direct assessment, without the intervention of a third party, the examiner himself sits in the driving seat and plays the part of the pupil. To be more precise, the examiner assumes two roles: first, as either a beginner or a partly trained pupil and finally one who is at about driving test standard or a full licence holder. For each of these two phases, the PDI will be asked to give instruction from one of the 12 subjects listed in the paragraph '**subjects as a basis for instruction**'. In order to ensure a balance between one test and the next, the selection of these subjects is not left to the examiner but follows the sequence shown in the table of PST's. Wherever possible PST's should be used in chronological order.

### **3.06 Remaining in Character as Pupil**

It is important that an examiner should adopt and remain in the character of the pupil they are playing during each exercise of the test. Examiners need to ensure that any scene set is realistic and relevant. The examiner must be constantly on guard against the attitudes of mind, the physical actions and speed of reaction that may betray or reveal the examiner to be an expert in his subject. When portraying a pupil at the beginner stage for example, the examiner should not anticipate the PDI's tuition by displaying an unwarranted familiarity with the controls, e.g. the position of the hands on the steering wheel or the location of the various gear positions. When 'partly-trained' and even more so when 'trained' or 'FLH', such knowledge would, however, be quite in character.

Similarly, when asking questions in pupil role, and it may be necessary from time to time both to show interest and to afford opportunities to expand particular areas of the PDI's knowledge, the examiner should only ask those questions which an intelligent pupil can be expected to ask and must be in PST. The examiner should, in addition, be careful to present questions as an actual pupil would ask them at the appropriate stage. Under no circumstances should questions be asked which might appear to be aimed at probing a PDI's mechanical knowledge beyond the point necessary for them to be able to explain adequately the use or function of any of the controls. **Great pains must be taken to ensure that no PDI has the excuse to say that he was pressed or flustered by being asked too many questions, or asked questions that have no bearing on the subject matter.**

Another aspect of remaining in character as a pupil is the need to conceal the fact from the PDI that they are actually teaching a DSA official. During instruction it should not be possible for their eyes to light on the examiner's document case, clipboard and pen, these should be out of sight. When receiving tuition with the car stationary, the examiner should not hold a pen because it is almost a badge of office for an examiner. In the same way, when on the move, the examiner must not assume control except in an emergency. If, for example, the examiner wishes to stop the vehicle they should

leave the initiative to the PDI by saying like “Would you ask me to pull up in a place that you think is convenient please”. This is a way of terminating each exercise on time without obviously being in control. **Directions as to route should be given clearly and in plenty of time to enable the PDI to repeat them to his pupil in the same way as he would do on a normal driving lesson.**

The necessity to record the PDI's performance at the end of each exercise - however quickly and discreetly it is done - tends to destroy the illusion that the examiner is at pains to build up. Even on these occasions the PDI's attention can be diverted by giving them details of the subject matter for the next exercise, and by inviting the PDI to think about it for a few moments. The object is to occupy their mind so that their eyes do not record the marking process.

It is part of the examiner's job to commit some of the faults appropriate to the learner driver they are portraying. This is because the examiner needs to assess the PDI's ability to identify, analyse and remedy faults. The faults committed should be related to the particular PST exercise which has been given to the PDI and, if applicable, to the word-picture which the examiner has built up. For example, if the weakness is in steering, the faults should be in steering a straight course, giving clearance to parked vehicles or in negotiating corners; difficulty in co-ordinating the clutch and accelerator would be out of character. Examiners should, however, be aware of committing so many faults in the partly trained stage that the PDI is swamped by these deficiencies and cannot get on with the PST exercise they have been given.

**Finally, it must be stated that at no time should the examiner place the vehicle, his passenger or other road users in jeopardy because of his actions. If necessary, the examiner should use their skill and experience to avoid danger; but a situation should never be allowed to develop to the point that anything approaching emergency action is required. The over-riding consideration in all circumstances must be safety.**

### **3.07 Requirements of Part Three Test**

Throughout the part three test, the examiner, acting as the pupil should drive and respond as appropriate to the instruction given by the PDI, who will be assessed on the method, clarity, adequacy and correctness of their instruction, the observation and correction of driving errors, compliance with the core competencies and their manner generally. The PDI will be expected to maintain control of the lesson, display a professional approach by being patient and tactful, and give feedback and encouragement to the pupil when needed. The level of instruction will need to be matched to that of the pupil ability level portrayed. Whilst the use of diagrams or photographs such as those contained in the Agency's 'Driving Essential Skills' Manual is an accepted form of training aid, PDI's should not read verbatim from literature or notes. With the consent of the trainee, trainers / tutors may accompany their trainees on test. (Refer to Data Protection Act chapter 12)

### **3.08 Subjects as a Basis for the Instruction**

- Safety precautions on entering the car and explanation of the control
- Moving off and making normal stops
- Driving the vehicle backwards and while so doing entering limited openings to the right or to the left
- Turning the vehicle round in the road to face the opposite direction, using forward and reverse gear

- Parking close to the kerb, using reverse gear
- Practical instructions in the use of the mirrors, making an emergency stop
- Approaching and turning corners
- Judgement of speed and general road positioning
- Dealing with emerging at 'T' junctions.
- Dealing with all aspects of crossroads.
- Meeting, crossing the path of, overtaking other vehicles, allowing adequate clearance to include following distance for other road users and anticipation. (Choose two subjects plus anticipation)
- Dealing with pedestrian crossings. Giving appropriate signals by indicator and by arm in a clear and unmistakable manner. (That is all signals and not just those at pedestrian crossings)

### 3.09 Selection of Test Exercises

Below is the list of pre-set tests. Examiners should use them consecutively and should not be concerned if a trainee is set the same test more than once.

PST	B	P	T / FLH
1	1	-	10
2	2	-	11
3	-	4	7
4	-	3	9
5	-	6	8
6	-	12	5
7	-	7	12
8	-	9	11
9	-	10	12
10	-	11	8

PST's 3&4 not to be used for FLH

### 3.10 Beginner, Partly-Trained, Trained and Full Licence Holder (B, P, T, FLH)

For the sake of simplicity, the stages of driving ability or level to be portrayed by the examiner in the course of a part three test are described as 'beginner' (B), 'partly-trained' (P), 'trained' (T) and 'full licence holder' (FLH). Examples showing the meaning of these terms are covered in the following phrases, and examiners should use them as appropriate as a basis for setting the scene before each of the two exercises so that the PDI knows the background of the pupil they are teaching.

**Beginner Exercise 1** - The examiner should explain that as a pupil, has never sat in the driving seat of a car before.

**Beginner Exercise 2** - The examiner should explain that as a pupil, has had a lesson during which the controls were fully explained but they did not get round to moving off.

**Partly Trained** - The examiner should explain that as a pupil, they have had some tuition with another instructor and is at the partly trained stage. The number of hours tuition already received should not normally be quoted. If asked by the PDI to state the number of lessons, the 'pupil' should say he cannot remember exactly how many and should quote an approximate number.

**Trained** - The examiner should explain that as a pupil, they are at the trained stage and is about to take the driving test. Precise experience and source of tuition is at the examiner's discretion. The number of lessons should **not** be stated unless asked by the PDI, in which case a rough figure may be quoted.

**Full Licence Holder**- The examiner will need to manually annotate the ADI 26 FLH at the top of column A and at the beginning of the second phase. Examiners should explain that they are a full licence holder and use one of the suggested scene sets as an intro:

**All PST's should be used for FLH apart from three and four because it would be unreasonable for a FLH not to be able to turn left or right either turning in or out. Frequency of use should be one in three.**

**Note:** If the PDI persists in giving an excessively prolonged briefing, particularly in the trained stage, examiners should, while still maintaining the pupil role, attempt to persuade the PDI that the pupil has an understanding of the theory but cannot get it right in practice. As a last resort the examiner will need to come out of role to tell the PDI to move onto the practical instruction. Examiners must comply with reasonable instruction. If the examiner has tested fully within the PST it is reasonable to assume that if the PDI has complied with the core competencies then an improvement in pupil performance or ability should be evident.

### **3.11 Report Form ADI 26 (P/T)**

The vehicle details should be entered in the relevant place in the top section of the form. The boxes in column A of the ADI 26/PT enable the examiner to record details of the PDI's instruction during each of the two phases of the test. The upper section is used to record performance in phase one and the lower section to record performance in phase two.

The boxes at the bottom of the left-hand side of the form are used to record the assessments in each phase **on return to the office**.

The boxes in column B of the form are used to mark each phase under the headings of instructor characteristics, instructional techniques and core competencies using a six point rating scale.

On the reverse side of the copy of the ADI 26/PT the examiner should record the weather conditions and a description of the candidate along with any unusual circumstances that may have occurred (as per the DT1). For failed and terminated tests the details of the unsatisfactory phase or phases will need to be clearly written up to reflect the reasons for failure.

### **3.12 Scene Setting**

As an introduction at the start of all part 3 tests, examiners should begin by saying:



“This is the test of your ability as an instructor, regard me as a pupil and instruct me in the same way as you would normally.

It may necessary for me to interrupt you from time to time. This could be because we are moving on to the next stage or if time is running short. I will give you directions and you can repeat them back to me just as you would with any other pupil.” Is that quite clear?

### **3.13 Beginner**

#### **3.14 PST 1B**

“I would like you to assume that I am a complete beginner and instruct me on the safety aspects on entering the car for the first time, explain the important controls, and if time permits instruct me in moving off and stopping. Please correct any faults that may occur”

#### **3.15 PST 2B**

“I would like you to assume I am a beginner and instruct me in moving off and making normal stops. I had one lesson last week in a car similar to yours and the instructor explained the controls. We did not get round to moving off and I am not too sure about when to use the mirrors. Please correct any faults that may occur”

### **3.16 Partly Trained**

I would like you to assume I am a partly trained pupil and we haven't met before. You are filling in for my regular instructor. I have had a few lessons in a car similar to yours so I am familiar with the control and their layout. I would like you to give me instruction on instruct me on... (Here state the subject matter as described for the relevant exercise..... and correct any faults that may occur. You can call me....

### **3.17 Trained**

I would like you to assume I am a pupil at the trained stage with a driving test coming up soon and we haven't met before. You are filling in for my regular instructor. I have had all my training on a car the same as yours and I have a driving test coming up soon. I would like you to give me instruction on instruct me on... (Here state the subject matter as described for the relevant exercise..... and correct any faults that may occur. You can call me....

### **3.18 Full Licence Holder**

I would like you to assume that I am a qualified driver who has passed a driving test some time ago but needs some further driver development. You have the same car that I learnt to drive in so I am familiar with all the controls. I would like you to instruct me on..... (Here state the subject matter as described for the relevant exercise..... and correct any faults that may occur. You can call me....

Suggested scene sets for FLH.

- requires development in preparation for a job interview that requires a driving assessment by a potential employer
- has been abroad for a couple of years and has now returned to driving in Great Britain
- has not driven regularly for some time and will now be required to commute by car between different urban locations

- has difficulty with reverse parking as they as they were not taught this manoeuvre and realises that with fewer spaces available on-road there is a need to be able to do so

**Note: Please read examples of scene set for FLH listed above.**

### **3.19 Beginner**

Examiners need to be seated in the passenger seat for PST 1B and 2B so that the PDI can drive to a suitable location for the lesson.

### **3.20 Exercise 1B - Safety Precautions on Entering the Car and Explanation of Controls**

The PDI should be able to explain the following items: - Precautions on entering car - doors secured, seat and head restraint adjusted, correct fitting (and release) of seat belt and adjustment of mirrors. Important controls - accelerator, footbrake, clutch, handbrake, gears, steering and direction indicators. Precautions before starting the engine and starting procedure should be explained. If time permits, the PDI should also deal with the preparation, observation manoeuvre routine, this will include co-ordination of all controls. The order in which the controls are explained will indicate the skill in imparting knowledge in a sequence that is both logical and easy to remember.

The PDI may be asked simple questions about matters that he had already mentioned, but should not be prompted to mention particular items at this stage of the test. (Simple questions are those of an elementary or superficial nature which a person with little or no knowledge of motoring might reasonably be expected to ask). Care should be taken to avoid any questions that might appear to be aimed at testing a PDI's mechanical knowledge as distinct from the background that he should have in order to give proper instruction.

**If the PDI says that his normal method is to explain the controls from the driving seat they should be allowed to do so.**

A PDI who has concluded the explanation of the controls whilst the car is stationary should, if time permits, be allowed to get the 'pupil' moving, i.e. starting engine, moving away, stopping etc.

**Normal stops:** The PDI should deal with the manoeuvre both from technical and safety aspects. The PDI should cover the sequences of removing the right foot from the accelerator; applying the footbrake; de-clutching before the car stops (for all premeditated stops); applying the handbrake; and putting the gear lever into neutral before releasing the clutch pedal. The safety aspects should cover the selection of a safe and convenient place for the stops and the sequence of mirrors - signal - manoeuvre.

**Note: The lower section of column 'A' should only be marked if time has permitted moving away after the PDI has concluded their explanation of the controls.**

### **3.21 Exercise 2B - Moving Off, Making Normal Stops and Use of the Mirrors**

Examiners need to select a road suitable for moving off and stopping, ideally a quiet clear stretch of road. Left and right turns should be avoided.

**Moving off:** The PDI should deal with the preparation observation and manoeuvre routine (POM). Examiners should test the PDI's ability to identify whether the correct move off procedure has been executed from both the control and observation aspects, to include the all important timing of the blind spot check.

**Normal stops:** The PDI should deal with the selection of a safe, convenient and legal place for stopping the MSM routine and the appropriate use of controls.

**Use of the mirrors:** The PDI should deal with the mirrors from a general aspect of the driver's seating position and adjustment of the mirrors; also the importance of rear vision at all times. The PDI should refer to the 'blind spots' and to take account of what is seen in both the interior and exterior mirrors. They should emphasise that mirrors should be used in pairs and especially before signalling, changing direction, overtaking or stopping, and should explain the use of the mirrors - signal - manoeuvre sequence.

**NB:** Examiners need to manage the moving off and stopping to ensure both aspects have been fully tested.

### **3.22 Exercise 3PT - Reversing**

This exercise will be introduced to the PDI by the examiner saying: "I would like you to instruct me in reversing assuming that I am partly trained....."

**Reversing:** The PDI should deal with this exercise from the aspects of technique (co-ordination of controls, including steering with reasonable accuracy) and safety (proper observation).

This exercise may be applied as a test of instruction on reversing to the left or to the right. Left and right reverses should be tested evenly. (The examiner should record whichever is selected by recording a '/' in the appropriate box). Should the PDI remove their seat belt during the exercise the examiner will need to tactfully remind them that they are a full licence holder therefore the belt needs to be on.

**NB:** For all manoeuvres.

Examiners should select a road that is safe, convenient and legal (the use of crossroads is unacceptable). They should also have an alternative in mind should the one chosen become unsuitable whilst the briefing is being given.

### **3.23 Exercise 4PT - Turning the Vehicle Round in the Road**

This exercise will be introduced to the PDI by the examiner saying: "I would like you to instruct me in turning the vehicle round in the road, assuming that I am at the partly trained stage."

**Turn in Road:** The PDI should deal with this exercise from the aspects of technique (co-ordination of controls and steering) safety (proper observations.) completing accurately using the full width of the road and avoiding kerb.

### **3.24 Exercise 5 - Parallel Parking (At the 'Trained or FLH Stage' Only)**

This exercise will be introduced to the PDI by the examiner saying: "I would like you to instruct me in parking close to the kerb using reverse gear, assuming that I am at the trained stage."

**Parallel parking:** The PDI should deal with this exercise from the aspects of technique (co-ordination of controls, including steering with reasonable accuracy) and safety (proper observation) when parking close to the kerb, using reverse gear. The space required is **at least** one and a half times the length of the vehicle used for the examination.

Mirrors - signal - manoeuvre (stop) sequence, pulling up parallel with the vehicle behind which the pupil is going to park, about half a length past it and about one metre away from it;

Adequate all-round observation;

Back in (when safe to do so) turning the wheel to the left and looking through the rear window aiming to get the car at about 45 degrees;

As the front of the car clears the rear of the car in front, apply sufficient right lock to bring it parallel and reasonably close to the kerb.

Straighten up the steering and adjust the position of the car;

Handbrake on, gear in neutral, stop engine.

The parallel parking exercise must not be attempted between parked cars unless the available space is clearly large enough for the parking of at least two cars as long as the one in use. **No chances should be taken in the application of this exercise.**

Examiners will need to inform the PDI that they will select a suitable road / area for the manoeuvres and suggest that the briefing be given once at the location.

### **3.25 Exercise 6PT - Use of Mirrors: Emergency Stop**

This exercise will be introduced to the PDI by the examiner saying: "I would like you to give me some practical instruction on the use of the rear view mirrors and also to instruct me in how to make an emergency stop - that part should include a briefing followed by practice. Assume that I....." **(It should be made clear that there are two elements to the test and that both should be covered and that the examiner will select a suitable location for the ES. Suggest that the brief for the ES be given when you arrive at the chosen location).**

Examiners will appreciate that it is usually preferable to deal with this exercise in the order outlined above. If necessary, PDI's should be encouraged to do this.

**Use of the Mirrors:** The PDI should deal with the mirrors from a general aspect of the driver's seating position and mirror adjustment, and the importance of rear vision at all times this involves regular use of all mirrors during general driving. In addition, they should refer to the possibility of "blind spots"; examiners need to be wary as to not to force a change in lesson plan by simulating move off faults. Mirror faults should be of a general nature and not so that a lesson on a different subject may be suggested.

**Emergency Stop:** The PDI should explain what happens in any emergency stop and how it is brought about; points to be covered are the importance of quick reaction; appropriate use of the foot-brake and clutch; avoiding locking the wheels, and correction of skids. They should also be expected to make some reference to the dangers involved in stopping in an emergency and to the need to avoid such stops so far as possible.

**NB:** Anti-lock braking systems (ABS) are fitted to an increasing number of vehicles. Examiners need to know whether the vehicle is fitted with ABS. Check the warning lights on the dash when starting the engine.

Some ABS systems require a variation in the application of the **clutch and footbrake** when braking in an emergency. Examiners should bear this in mind when assessing the PDI's instruction regarding use of footbrake and clutch. Examiners **must** ensure that no danger is caused when carrying out the emergency stop.

### **3.26 Exercise 7 PT/T - Approaching and Turing Corners**

This exercise will be introduced to the PDI by the examiner saying: "I would like you to instruct me in approaching corners, concentrating particularly on turning right and left into side roads, that is major to minor, assuming that I am at the 'partly trained' / 'trained' stage'

In this exercise the PDI would be expected to deal with the proper approach to the corners, the correct use of the mirrors, the correct timing of signals, use of brakes and gears, avoidance of coasting and the correct speed of approach. The positioning on approaching and negotiating the turns, avoidance of cutting right corners, and crossing the path of approaching traffic when making right turns should also be dealt with and mention should be made of the necessity to give way to pedestrians who are already crossing the road. **N.B:** Swinging wide and swan neck turns should not be simulated as they are not part of this PST.

### **3.27 Exercise 8 T/FLH – Judgement of Speed and General Road Positioning**

This exercise will be introduced to the PDI by the examiner saying: "I would like you to instruct me as a pupil with poor judgement of speed who also has difficulty with general road positioning assuming that I am at the..... ('trained' / FLH stage').

If questioned at the beginning of the phase the examiner should not tell the PDI what their faults / problems are. Responses should be of a non committal nature. When the wheels turn it is then time to simulate weaknesses in general road positioning and judgement of speed. The Examiner should portray either position too close or too wide (not both) and speed either too fast or slow (not both) for the road and traffic conditions (do not exceed speed limits or compromise safety). Undue hesitancy should also be incorporated. Pupil reaction should be relevant to the instruction given by the PDI; and assessed in the normal way. The area chosen should have varying speed limits and traffic conditions to adequately test the PDI.

### **3.28 Exercise 9 PT/T – Dealing With Road Junctions**

This exercise will be introduced to the PDI by the examiner saying: "I would like you to instruct me on how to deal with emerging at 'T' junctions, turning left and right from a minor road to major, assuming that I am at..... (Partly trained / trained stage)

This is a one-part exercise in which the PDI should be encouraged to deal specifically with emerging at T-junctions emerging as distinct from turning right and left into a side road (which is dealt with in exercise 7). They would be expected to cover the main points mentioned on the relevant ADI 26/PT and, time and conditions permitting, emerging should be applied as many times as possible to the left and to the right at both open and closed 'T' junctions.

### **3.29 Exercise 10 PT/T/FLH - Dealing with Crossroads**

This exercise will be introduced to the PDI by the examiner saying: "I would like you to instruct me on how to deal with crossroads, that is all aspects to include proceeding ahead, turning right and turning left" assuming that I am at the .....(partly trained / trained or FLH stage)

This is a one-part exercise in which the PDI would be expected to deal with the points listed on the relevant ADI 26/PT. Time and conditions permitting the exercise should cover going ahead, turning right and left at all types of crossroads e.g. major to minor, minor to major etc.

Examiners need to direct the PDI to go ahead at crossroads by saying “Follow the road ahead please” (without mentioning crossroads) so that there is no doubt about the direction to be taken.

### **3.30 Exercise 11 PT/T/FLH - Meeting, Crossing the Path of, and Overtaking Other Vehicles, Allowing Adequate Clearance for Other Road Users and Anticipation**

Select any **two topics** as described below - PST 11 – plus in each case ‘anticipation’.

When preparing the ADI 26 P/T before the start of the test, examiners should not cross out any of the title headings.

The exercise should be introduced in the normal way followed by one of the six phrases as described below.

- “I would like you to instruct me on how to meet and cross the path of other vehicles and also in the anticipation of the actions of other road users, assuming that I am .... and state the relevant pupil level for the phase to be tested i.e. partly trained / trained / FLH (for any of the combinations.)
- “I would like you to instruct me on how to overtake other vehicles, in allowing adequate clearance to other road users including following behind other vehicles and also in anticipating the actions of other road users, assuming that I am....( as above)
- “I would like you to instruct me on how to meet approaching traffic and overtaking other vehicles and also in anticipating the actions of other road users, assuming that I.....( as above)
- “I would like you to instruct me on how to meet approaching traffic, in allowing adequate clearance to other road users including following behind other vehicles and also in anticipating the actions of other road users, assuming that I.....( as above)
- “I would like you to instruct me on how to cross the path of approaching traffic, overtake other vehicles and also in anticipating the actions of other road users, assuming that I.....( as above)
- “I would like you to instruct me on how to cross the path of approaching traffic, in allowing adequate clearance to other road users including following behind other vehicles and also in anticipating the actions of other road users, assuming that I.....( as above)

**MSM routine:** The MSM routine needs to be related to the subject matter. The MSM should link with those topics and not on the approach to junctions etc.

**Meeting:** This exercise should be applied, so far as possible, on roads which have standing vehicles, so that judgement (and guidance) are needed about waiting for oncoming traffic which is met. Priorities and the link with anticipation should also be covered.

**Crossing the path of approaching vehicles:** The PDI should deal with the selection of a safe opportunity to turn right across approaching traffic avoiding causing the approaching vehicle to slow, swerve or stop. As with all PST's safety takes priority and great care must be taken especially when selling the threat.

**Overtaking:** Overtaking should be tested wherever practicable however on occasions there may be few opportunities to do so. In those circumstances it would be acceptable for the examiner to test this aspect by asking suitable questions to assess the PDI's knowledge. One question would not be sufficient so it is important that the examiner can follow up any feedback with relevant supplementary questions to ensure that "overtaking" can be tested satisfactorily.

**Adequate Clearance:** In this part of the exercise the PDI should be expected to deal with margins of safety when passing stationary vehicles and obstructions.

**Following behind other vehicles:** When covering this part the PDI should explain the need to allow adequate separation distances when on the move and when pulling up behind vehicles in queuing traffic. The 'pupil' could quite properly ask questions on overall stopping distances.

**Anticipation of the actions of drivers, cyclists and pedestrians:** This aspect should be covered by the PDI dealing with forward planning and anticipation for the actions of other road users to suit the varying road, traffic and weather conditions. At no time should safety be compromised when trying to test cyclist or pedestrians in particular.

### **3.31 Exercise 12 PT/T/FLH – Dealing With Pedestrian Crossings, Giving All Signals by Indicator and by Arm**

This exercise will be introduced to the PDI by the examiner saying: "I would like you to instruct me on dealing with pedestrian crossings and also instruct me on how to give all signals by indicators and by arm, assuming that I am .....(partly trained / trained or FLH stage).

(It should be made clear that there are two elements to the test and that all signals, not just those at pedestrian crossings should be covered).

**MSM routine:** The testing of the MSM routine is specifically linked to the approach to pedestrian crossings and not any other subject.

**Pedestrian crossings:** Only in areas where there are no pedestrian crossings may this part of the exercise be dealt with as a 'verbal testing'. The 'pupil' could quite properly ask questions about other types of crossings not dealt with, overtaking or inviting pedestrians to cross.

**Signals:** The PDI should cover all aspects of giving signals, not just signals at pedestrian crossings. The PDI would be expected to emphasise that they should be given if they will help or warn any other road users, including pedestrians, and that the signals should be properly timed.

**Arm signals:** The examiner should test arm signals and activate them on the move in an area that is suitable.

**NB:** Signals by indicator can be tested at any time during the phase. They can be tested by applying them incorrectly, inappropriately timed or not given when necessary.

Examiners must not incorporate faults for the position, speed and look parts of the MSM routine. Faults of that nature are “out of PST” and could wrongly imply that the PDI should change the content of the exercise.

### **3.32 Marking of Faults in Part Three Test**

At the end of the first phase the PDI's performance should be recorded on ADI 26/PT. The markings should be a diagonal stroke '/' in the appropriate column, depending on whether the item was not covered, covered unsatisfactorily or covered satisfactorily, (only a few of the more outstanding items need be marked at this stage possibly two in column 'A' and the same in column 'B'. No markings to be made in the core competencies, level of instruction, control or feedback and encouragement.) As the result is now being given shortly after the test, there will be no need to mark any points at the end of the second phase.

### **3.33 End of Part Three Test**

The test should be completed as near as possible to the examiner's office and bearing in mind that phase two is always at the 'trained' or 'FLH' stage, it should present no problems for the 'pupil' to drive back to this point. The examiner, acting as the 'pupil', should advise the PDI to ask them to pull up at a convenient place and if time permits, allow the PDI to conclude the lesson with a recap if appropriate. The examiner should then at an appropriate time say “Thank you that is the end of the examination. I will now return to my office to complete the assessment. You are welcome to wait for the result however if that is not possible I am happy to post the result by first class at the end of the day”. The PDI should then be asked to wait somewhere convenient and be informed where he will be met to receive the result and de-brief. The examiner should return directly to the office to complete the assessment and marking of both phases and complete all relevant paperwork.

**In the interests of accuracy it is essential that the ADI 26/PT is completed as soon as possible after the examiner has returned to the office. The form should not be completed in the car.**

### **3.34 Assessment and Marking of Performance in the Part Three Test**

On returning to the office the examiner should assess each phase separately, basing the assessment on the faults, which they have recorded on the ADI 26/PT. The faults recorded should present an overall picture of the PDI's performance and will reflect the method, clarity, adequacy, correctness the observation, correction of the pupil's driving errors, the manner of the PDI generally and compliance with the core competencies. Great care should be taken before putting pen to paper. Corrections are to be avoided and reflect unfavourably on the professionalism of staff conducting practical examinations. Any alterations (particularly those which may appear to the PDI to affect the overall grade awarded) are clearly undesirable.

**The front page of the ADI 26PT has two sections: -**

- |                 |   |  |
|-----------------|---|--|
| <b>Column A</b> | - | Main content of lesson for the main individual subject matter. |
| <b>Column B</b> | - | Core competencies  |
|                 |   | Instructional techniques                                       |
|                 |   | Instructor characteristics                                     |

Column A should be completed first before working down column B. The top row in column 'B' relates to phase one and the lower row to phase two. It is important when



completing column B that you start by assessing the fault Identification, then going down the form as in column A.

### **Column A**

The three columns headed 'not covered, unsatisfactory, satisfactory' record the instructor's response to the pupil's progress, in other words the instruction given on each individual item relevant to the subject heading.

**Not covered:** subject not covered (by the PDI) or grossly incorrect or dangerous instruction given.

**Unsatisfactory:** subject attempted, but guidance and/or training offered was assessed as incomplete or not fully satisfactory.

**Satisfactory:** subject covered satisfactorily or better.

The overall grading awarded will not be higher than, and will equate to, the lowest rating marked in the core competencies section.

### **3.35 Instructional Techniques Column ( B)**

#### **Core Competencies**

**Note:** In this section the assessment is of all faults **over the whole lesson** and **not individual faults**. For example, some explanations may be correct, some incorrect. The rating given depends on the balance of correct to incorrect.

**Faults - Identified:** This covers the ability of the PDI to clearly identify all the important faults committed by the pupil that require correction as part of an effective instructional process. This ability is expected to cover all aspects of control of the car and procedure on the road at all times. The fault assessment need not be immediate if this would be inappropriate at the time, but it should be given at the first opportunity.

**Fault Analysis:** This covers the ability, having identified a fault, to accurately analyse the cause and offer an analysis as appropriate. It covers inaccurate, incomplete or omitted fault analysis.

**Remedial Action:** This relates to offering constructive and appropriate action or advice to remedy a fault or error that has been identified and analysed.

**Level of Instruction:** Relates to the match (or lack of it) between the level of instruction and the level of ability of the pupil. This will normally match the grade given as it would be very difficult to explain why it would not be the case.

**Planning:** Covers the planned and actual sequence of instruction/activity together with the appropriateness and effectiveness of teaching methods used taking due account of the difficulty / complexity of the content covered and progress of the pupil. Includes the allocation of time between training activities and methods used such as the distribution between theory and practice.

**Control of Lesson:** Deals with the overall control of the lesson and the interaction processes within it. Directions must be clear and given at the correct time. Instruction should be given in good time to help the pupil respond to the situation at hand. Instructions must relate to the prevailing road and traffic conditions. This has strong

links with the ‘core competencies’, ‘level of instruction’, and ‘feedback and encouragement’.

**Communication:** Is concerned with pupil’s understanding of instruction, appropriateness of language, and use of jargon (with or without explanation). Includes the ability to adapt and to use language and terminology likely to be familiar to the particular pupil and not to overload them with over-technical and complex explanations.

**Question and Answer Technique:** At appropriate points during the lesson the PDI should preferably ask questions that contribute towards realising the objectives of the lesson. Ideally the questions should be simply worded, well defined, reasonable and relevant. There is a need for questions that are thought provoking and challenging as well as ones that simply test a pupil’s memory. In addition the PDI should encourage the pupil to ask questions at appropriate times.

Bear in mind that, whilst this is a useful technique to employ, **excessive importance should not be placed on this alone** as it is quite possible to give a satisfactory lesson without it.

**Feedback / Encouragement:** Providing feedback and encouragement to the pupil relating to their performance. Praise, confirmation, reinforcement for effort / progress / achievement. Correction / information when errors / faults occur. Encouraging the pupil is part of any teaching skill. The pupil needs to know when they have done something well. Feedback is key to providing the necessary level of instruction and has close links with the core competencies.

**Instructor’s Use of Controls:** This aspect refers to all driver operated controls (steering, indicators, brakes etc.) Should only be used when necessary. The pupil should be told when and why they have been used. The PDI must not be controlling the pupil all or most of the time.

**Attitude and Approach to Pupil:** This aspect should be dealt with as an overall assessment of the PDI characteristics and is concerned with the skills used to create a relaxed, but supportive learning environment. It is not to be used as a measure of the personality characteristics of the PDI, but as a measure of how effective they are in establishing and maintaining a good rapport and creating the right atmosphere for learning to take place. The PDI should display a relaxed manner and be outgoing but not over-familiar. They should be self confident and capable of transmitting confidence to the pupil in a patient and tactful manner. Any unnecessary physical contact with the pupil will be reflected in the marking.

**Criteria for Grading:** A mark should be awarded on the scale from one to six for each of the two phases of the test, and the following notes should be the basis for the mark. When marking the form the following items should be taken into account:

- 6:** overall performance to a very high standard with no significant instructional weaknesses
- 5:** a good overall standard of instruction with some minor weakness in instructional technique
- 4:** a competent overall performance with some minor deficiencies in instructional technique
- 3:** an inadequate overall performance with some deficiencies in instructional technique

**2:** a poor overall performance with numerous deficiencies in instructional technique  
**1:** overall standard of instruction extremely poor or dangerous with incorrect or even dangerous instruction

**Overall Assessment Mark:** The PDI is required to demonstrate a minimum competency of a grade four in each of the two phases. The lowest rating of the core competencies in each phase will reflect the grading given. A grade of three or lower in either phase entails failure. The grade for each phase should be entered on the ADI 26/PT in the appropriate box at the bottom left hand side of the form and on the reverse of the copy. The overall result should be recorded in the appropriate box on the reverse of the ADI 26/PT by entering not only the grades for each phase but also by a black letter "P" for a pass or a red letter "F" for a fail

### **3.36 Completion of Test Documents**

#### **Part Three Instructional Ability Test - Pass**

After completing form ADI 26/PT ensure that the PDI is given an application form (ADI 12) for their ADI licence.

#### **Part Three Instructional Ability Test - Failure**

After completing form ADI 26/PT complete form ADI 10 in duplicate.

At the earliest opportunity the examiner should write a full report reflecting the assessment in column 'A'. Items marked as 'not covered' or 'unsatisfactory' should be explained in detail on the reverse of the ADI 26PT. If any unusual circumstances occur during the test this should also be written up. A copy of the ADI 22 if required should be attached for audit purposes.

### **3.37 Terminated and Failed to Complete Tests**

If after the first phase has been completed and the PDI elects not to continue with the examination and the result of that phase would have been assessed as a grade three or lower the result must be recorded as a **failure**. The result and the necessary paperwork should be completed and issued along with a de-brief. Should the circumstances be similar to that as above but the first phase would have been assessed as a pass then a result cannot be given. The test will be terminated no result.

When the test is terminated or not completed because of mechanical failure or circumstances beyond the control of the PDI the test is to be terminated with **no result**. The reverse of the ADI 26 PT form should be suitably annotated with a "/" in the failed to complete (FTC) box.

**NB: Examiners should complete an ADI 22 stating the circumstances of the termination and forward onto the ADI section with a copy kept on file. In both instances examiners should use their interpersonal skills to deal with the situation in a sympathetic fashion.**

### **Disposal of Test Documents**

After completion the documents for test three should be disposed of as follows (**making a thorough check of all documents**): -

**Pass** - The application form, ADI 12, and ADI 26/PT should be given to the candidate after the de-brief. Also remember to return the invitation letter. The examiner's copy of forms ADI 26/PT should be filed in the DTC where the test took place. These papers

should be kept for two years and then disposed of securely by shredding as confidential waste.

**Failure** - The PDI's copies of forms ADI 10, ADI 26/PT should be given to the candidate after the de-brief. Also remember to return the invitation letter. The examiner's copies of forms ADI 26/PT and ADI 10 should be stapled at the top left corner with ADI 10 on top and filed in the DTC where the test took place. These papers should be kept for two years and then disposed of securely.

**Note:** To ensure data security examiners should complete an ADI 3 form (available from dashboard) and e-mail the completed form to Central Functions in Newcastle using the email address [trainer.booking.newcastle@dsa.gsi.gov.uk](mailto:trainer.booking.newcastle@dsa.gsi.gov.uk), always adding ADI 3 results to the subject box.

**It is important that test documents are filled in correctly. Spot checks will be carried out by SEs and ACDEs.**

In the event that the de-brief is not carried out, the candidate's copies of the documents should be disposed of as follows: -

**Pass** - The ADI's application form, ADI 12, ADI 26/PT and invitation letter should be inserted in a window envelope and posted to the ADI by first class post. The examiner's copies of forms should be disposed of as detailed above.

**Failure** - The PDI's copies of forms ADI 10, ADI 26/PT and invitation letter should be inserted in a window envelope and posted to the PDI by first class post. The examiner's copies of forms should be disposed of as detailed above.

**Note:** The markings on the front of the ADI 26/PT and the completion of the fail letter **must** be completed before the de-brief is carried out, but the report should be written in the space provided on the back of the form after the de-brief.

### **De-Brief**

When you return to the PDI, take the form with you and announce the result. Use the completed ADI 26 PT for reference when carrying out the de-brief. It is important to make it clear to the PDI that the de-brief is only an overview and that the candidate should refer to their trainer / tutor for further guidance. To comply with guidelines under data protection, the PDI will need to confirm with the examiner that they give permission for their trainer to be present during the de-brief.

### **The main points to remember with the de-brief are:**

The de-brief **must** take place in private. Discretion **must** be used when choosing a place to discuss the test with the PDI. The conversation should not be capable of being overheard by other people including the driving examiners. You are not taking the role of an ADI trainer / tutor. You should not suggest how the candidate might develop their skills or offer guidance on training methods.

Your role is to give an overview of the candidate's performance, nothing more. As a guide:

Give a broad overview  
Talk about the phases separately

Concentrate on the faults

Do not attempt to 'put the candidate right'

Do not try to explain instructional techniques

Use column A, then column B and finally the core competencies as a guide

Make full use of your counselling skills.

Be aware of any 'body language' which may give an indication as to how the PDI is reacting to your de-brief and be prepared to vary your approach.

## Chapter 4

### The Test of Continued Ability to Instruct (Check Test)

#### 4.01 General

These notes deal with the conduct of inspections of an instructor's work after they have been registered. These are known as 'check-tests', but in the Road Traffic Act and the Motor Cars (Driving Instruction) Regulations, are formally described as 'tests of continued ability and fitness to give instruction in the driving of motor cars'. This description explains what the test is all about, i.e. to establish that the ADI retains and displays the competence to give instruction, which they demonstrated when they qualified for registration. The Regulations state that the candidate (ADI) shall be assessed on their instructional ability, and, in particular, in respect of the following qualities:

- Method, clarity, adequacy and correctness of instruction (compliance with the core competencies.
- Fault identification (analysis and remedy.)
- Observation and satisfactory correction of the pupil's errors
- Manner, patience and tact in dealing with the pupil and
- Ability to inspire confidence.

These periodic check tests on instructors do more than ensure that standards do not slip. They also provide the opportunity for ADI examiners to give advice and guidance on the way in which instruction can be improved and are seen as part of their 'continued development'. This is a positive function of the ADI examiners job, and can pay dividends. Instructors in general welcome the opportunity of contact with someone who can give them authoritative advice on driving or instructional methods and they are appreciative of the interest that is taken in their problems. As discussion usually leads to instructors being better informed, and therefore better able to do their work well, this activity helps to fulfil the Agency's objective to improve the quality of instructional standards.

Examiners conducting check tests should liaise regularly with their check test booking office (Newcastle or Cardiff) to ensure their programmes of check tests are arranged so as to achieve maximum productivity in the time available. Examiners conducting check tests need to give check test booking centres at least six weeks notice of their availability. Check test booking centres should select those ADI's that are on the priority list 'P' however ADI examiners need to take ownership and monitor who has been booked to ensure efficiency and **every endeavour should be made to keep costs (T&S) to a minimum.**

Check tests on ADI's should be made at the intervals relevant to their present grading and in priority order. You will appreciate that there is less point in conducting check tests on the best ADI's compared with those who are not quite as good. When compiling a programme of work, examiners should work closely with their booking clerk in striking a balance between the ones that should be seen and the ones that need to be seen ensuring that examiners who conduct check tests target those who need to be seen, bearing in mind that their objectives must be to maintain progress on the priority list and to use their time so that it will be most effective in raising the standard of instruction while avoiding the risk of any ADI complaining that they are being neglected.

The examiner will see the ADI at work, giving driving instruction to a pupil. This instruction may be a normal on road lesson given to a beginner or partly trained pupil; advanced tuition, Pass Plus or even off road high performance tuition. In all cases the standard to be

applied in assessing the ADI's performance is equivalent to that used in test three of the practical test for entry to the Register.

ADI Examiners should normally conduct a check test on every routine visit they make to an ADI. If the ADI cannot present a lesson because of illness of the pupil or late cancellation, then the examiner should carry out a role-play check test.

**Note:** Classroom lessons are not acceptable for the purpose of the check test.

#### **4.02 Role Play Check Test**

Upon receipt of the ADI check test journal the examiner should check to see if any of those ADI's listed has requested a 'role-play' check test. This will be marked on the journal.

**Note: Examiners conducting role-play check tests must confirm the type of check test before starting. Please read the section on fleet for those that require a fleet role-play check test.**

There will be occasions when for genuine reasons the ADI cannot provide a pupil for the purposes of the check test. On these occasions the examiner should act as the pupil and carry out a role-play check test.

The ADI will notify the examiner of their chosen subject on the day of the check test. Prior to the commencement of the check test, the ADI must sign the declaration stating that the vehicle to be used is covered by a valid policy of insurance, which satisfies the requirements of the relevant legislation.

The current CT26 should be used and a note made in the remarks box that a role-play check test was conducted and include the subject content chosen by the ADI. Just as in the case of a normal check test the 'role-play' lesson should last about one hour. The examiner should explain to the ADI that as they are now their pupil they are new to the area, have had some lessons in a vehicle similar to the ADI's and give a broad outline of the 'pupil's' progress so far. Whilst the preamble should be similar to part three, the pupil pen-picture should be of a pupil "approaching or beyond test standard" (depending on which of the topics is chosen by the ADI. It is usual for the ADI to be responsible for choosing a suitable route or training area to cover the subject matter.

#### **Subjects for a normal ADI check test are as follows:**

- A remedial lesson. (DL25 to be issued with two serious faults marked and several driving faults)
- MSM and pedestrian crossings.
- Junction's
- Dual carriageways and open roads
- MSM and a manoeuvre (which involves reversing.)  
Extended, disqualified drivers.
- Pass Plus module
- Full licence holder
- Meet, cross, overtake, anticipation pedestrian crossings. (Any two subjects and anticipation.)

**Notes:** If a remedial lesson is required, the subject matter will be chosen by the examiner who will provide a DL25 (Driving test report) on the day. (This may take a few

moments to prepare). There will be two serious faults recorded, also a few driver faults marked for development.

A disqualified driver needing to take an extended driving test may require a short assessment of about 10 minutes to establish the main areas for development. The examiner will not tell you what the simulated faults will be.

Pass Plus modules two, three, five, six, only; as module one includes a classroom element which is not acceptable for a check test and module four concerns night driving which cannot be simulated.

Full licence holder lesson will be for a driver who has spent some time abroad and in need of driver development which may include the reverse park exercise (examiner to select content).

#### **4.03 Fleet Registered ADI's**

An ADI who is registered as a fleet trainer **must** have a fleet check test in order to retain their fleet registration. **(The pupil must be a full licence holder).**

There are three possible scenarios for the delivery of a fleet check test

Firstly, the trainer may attend on the day with a customer who they have not assessed before, therefore the trainer could provide an occupational risk presentation, introduce the customer to the training vehicle covering the safety checks then conduct a driver assessment / profile to establish the key risk areas and provide the necessary coaching.

The second scenario is where the trainer attends with a customer having already carried out the assessment / profile. In this case the trainer would inform the examiner what key risk areas they intend to coach / remedy and do so in the allocated check test time

Finally the third is the fleet role play check test which **must be** conducted in line with the DSA fleet coaching ability examination. On the day of the check test the examiner will ask the trainer to deliver an occupational road safety / risk presentation to the examiner (acting as the customer). The presentation may be delivered either via a laptop or perhaps with the aid of a small flip chart or given verbally and should include some statistical information. This should be followed by a short overview on vehicle safety and familiarisation. The trainer should then conduct a short driver profile (lasting approx 10 – 12 minutes) and discuss the key risk areas identified. The trainer should then use the remaining time by using coaching techniques to correct the risks, complying with the core competencies. The lesson should conclude with a driver / customer performance appraisal.

The time allowed for the check test is an hour; therefore each element will be managed by the examiner and may necessitate a particular module being closed because of the time constraints; however the examiner should reassure the trainer of the reasons why. Trainer may also suggest a short demonstration drive, this should be permitted but time managed.

Where the ADI attends with a learner driver the examiner should offer to conduct a fleet role play check test. The assessment of a fleet check test does not differ from that of a normal check test.



**Note: Before starting a role-play check test examiners must ask the ADI to sign an insurance declaration.**

At the end of the 'lesson'/'coaching' session the examiner should ask the fleet trainer to wait in a convenient place, retire to the office and complete the CT/26 (but not the grade). The check test de-brief can then be carried out in the usual way.

#### **4.04 Conducting Check Tests in Emergency Vehicles**

There are an increasing number of ADI's employed in emergency services driving schools. It may be that at the start of the ADI's check test it is stated that as part of the lesson it may be necessary to permit the trainee to take advantage of legal exemptions which apply to emergency services such as exceeding speed limits or passing through red traffic lights, or not complying with mandatory traffic signs etc.

If an examiner is informed at the beginning of a check test that the proposed lesson plan includes elements which will require the trainee to take advantage of the exemptions the ADI should be informed that for reasons of health and safety, the examiner will not be allowed to accompany the lesson.

If the ADI is unable to adjust the lesson plan to accommodate the requirement the examiner may offer to conduct a role play. If neither is possible the ADI will be re booked at a later date.

#### **4.05 Arranging Check Tests**

Check test booking clerks should complete an invitation letter which should be sent by first class mail four to six weeks before the appointment date and a stamped addressed envelope enclosed. This allows time for an alternative ADI to be booked in the case of a negative response.

The meeting place for the check test should be at the local driving test centre. Where DTC's are used the timings of check tests should, as far as possible, not coincide with driving test times. The number of check tests arranged would obviously depend on the location but **programmes should always be organised so that the maximum number possible is conducted normally four a day.**

If an ADI arrives for check test and the car is not displaying a valid ADI certificate of registration the examiner should ask the ADI the reason. If the ADI is unable to produce and display the certificate the check test should not be conducted. **NB:** A certificate must still be produced but does not have to be displayed when the ADI is not charging for the lesson.

If the person fails to attend the first invitation, the check test programme should be marked FTA in the grade column and the reason code (as below). Where the ADI made no contact with the booking clerk after the invitation or gave an **inadequate** reason for their failure to attend, the papers should be referred to ADI checking test booking office so that an R/R can be arranged. A Registrar's requirement check test will then be arranged at the ADI's usual location. If the ADI fails to attend that appointment the Instructors Services Branch at Nottingham will pursue removal action.

If the ADI responds, or gives a **genuine** reason for failing to attend a first invitation, then a further invitation letter (second invitation) may be sent for a check test in the ADI's usual

area of work. If the ADI fails to attend this appointment it should be recorded as FT2 on the Outlook diary in the grade column and the reason code (as below).

This failure to attend will result in the check test booking section raising a Registrars requirement check test to be arranged at the ADI's usual location. If the ADI fails to attend that appointment, the result should be shown on the Outlook journal as FR. Instructor Services and Registration Team will pursue removal action.

The reason for non-attendance codes are: -

- 1 ADI claims no car/no pupil (see note below)
- 2 ADI sick
- 3 ADI on holiday/abroad
- 4 ADI no longer instructing (R/R to HQ)
- 5 Driving test already booked for that day
- 6 ADI requires different filing position
- 7 Domestic problems
- 8 No acceptable reason (R/R to HQ)
- FR ADI fails to attend Registrars requirement. HQ will pursue removal action

It should be noted that if an invitation for a normal check test is dealt with on the telephone, but is not accepted or results in an 'FTA', an invitation letter should be sent by the check test booking centre and the normal procedure followed.

**Note:** When an ADI, having been invited for a check test, replies stating that they are not giving instruction at the moment, the correct response is that registration as an ADI carries with it an obligation to take a check test and that a role-play check test can be carried out. The ADI in this situation has three choices; either they can attend for a check test with a pupil, who may be a full licence holder (**but not an ADI or trainee licence holder**), attend for a role-play check test or surrender their ADI certificate and be removed from the Register. There is normally **no** provision whereby a registration can be suspended by sending the ADI certificate to Instructor Services and Regulation Team at Nottingham. The one exception to this is when an ADI has temporarily left the country and has returned his certificate, then they have one year to reclaim their certificate without having to re-qualify.

**Please note the following:**

The ADI examiner should notify the ADI in advance, when it is known another person will accompany the examiner during the ADI check test. When advanced notice is not available e.g. on the day of the check test - five minutes should be allowed for the ADI to explain the implications to the pupil. The lesson may include (if the ADI considers this necessary) proceeding to an appropriate place to inflate tyres to the manufactures recommended pressures. If the ADI fails to reach an acceptable standard during the check test, a second examiner should not oversee any subsequent check test. Also, if the ADI brings it to the examiners attention the accompanying examiner should decline.

#### **4.06 Duration of Check Test**

The invitation letter clearly asks the ADI to arrange a normal lesson of approximately **one-hour** to begin at the time shown plus 15 minutes for discussion at the end of the lesson. Nothing less than this should be accepted. If the ADI arrives late for the appointment they should still be told that a lesson of about an hour's duration is required (if this fits in with the examiners time available). If they do not agree to this or if the examiners programme does not allow enough time to accommodate the check test, arrangements should be made to

see them again as soon as possible. This can be re booked at the time via the check test booking centre with the ADI being informed there and then.

**Note: A valid ADI certificate must be presented by the ADI when attending for a check test.**

#### **4.07 Contact with Pupils**

ADI Examiners will appreciate the importance of avoiding any situation in which it could be suggested that their visit impaired the business relationship of an ADI with their pupil. For this reason, contact with the pupil should be kept to the minimum courtesies, while avoiding any appearance of brusqueness, which could be alleged to have upset the pupil or to have affected the value of a lesson for which they have paid.

Examiners should bear in mind that there will be considerable curiosity in the mind of the pupil about a visiting official, who they may view as something of 'a super DSA driving examiner'. For this reason, any enquiry about the driving test or driving technique **must be referred to the ADI** on the lines of "I am sure your instructor will be pleased to explain that to you". Equally, there must be no comment, in any circumstances whatever, on any detail of a pupil's driving or the ADI's instruction. Examiners must be careful to avoid any comment which might appear to prejudge a future driving test decision.

#### **4.08 Contact with the Instructor**

Every examiner must aim to maintain good relations with each ADI visited. There will always exist, however, the risk that the process of check testing the ADI's actual instruction of pupils will give rise to resentment. Where guidance becomes necessary, the risk will obviously be greater. While most ADI's will welcome the examiners visit and guidance given, a minority will be inclined to resist what they choose to regard as interference with their work. For these reasons, examiners will need not only to take great care to follow the instructions in these notes but to exercise considerable tact and patience.

#### **4.09 Use of Form ADI 26(C/T)**

Form ADI 26(C/T) will be used for recording details of check tests and other matters arising from an inspection as described in the following paragraphs. The back of the ADI 26(C/T) should be completed prior to the check test by entering date, instructor's details, including filing position and region, and also entering details of the last check test plus the grade and telephone number of the ADI. Reason for check test needs to reflect that a fleet was conducted.

An ADI 26(C/T) should be raised for each confirmed appointment and completed accordingly. At the end of each day the results should be recorded on the journal entry in the Outlook diary and the ADI 26(C/T) forms placed on file as per local instructions

An ADI 26(C/T) for a Registrar's requirement check test that results as an FTA should be copied. One to be placed on file and the other submitted to Instructor Services and Registration Team for removal procedure to be initiated

The top section of the front of the form is self-explanatory and details of the car and pupil should be recorded by appropriate entries in the spaces provided and by ticking the relevant options. As the lesson progresses the main content of the lesson should be circled against the numbers on the working sheet.

The content of the boxes on the working sheet of form ADI 26(C/T) are similar to those on forms ADI 26/PT/1 to 10 and the same system and standard of marking applies.

The content of the lesson should be recorded towards the end of the test by means of a diagonal stroke '/' in the appropriate column against each subject area depending on the way the subjects were covered.

The three columns headed "1, 2 and 3" will record the instructor's response to the pupil's progress, in other words, the instruction given on each individual item relevant to the subject heading. Each item has three possible marks: -

**Box 1 - Not covered** - subject not covered or grossly incorrect or dangerous instruction given.

**Box 2 - Unsatisfactory** - subject attempted, but guidance and / or training offered was unsatisfactory or incomplete.

**Box 3 - Satisfactory** - subject covered satisfactorily or better.

A subject area that initially was recorded as either "not covered" or "unsatisfactory" may be circled if the instructor subsequently deals with the item. In some cases this may be regarded as retrospective instruction. Where the subject is covered satisfactorily a mark should be entered in column 3 of column 'A'.

If the subject area is part of the lesson, then one of the boxes must be marked. This box should be marked as the lesson is progressing.

The front page of the ADI 26(C/T) has two sections: -

Column A - Main content of lesson

Column B - Core competencies  
Instructional techniques  
Instructor characteristics

Some items in column B, such as recap at start and aims / objectives can be completed soon after starting the lesson, but generally this column should be completed in the last few minutes of the lesson when the experience of the ADI examiner tells them that the pattern of instruction is set and they know that the lesson is nearing completion. Guidance on the completion of the descriptors within column 'B' are as per chapter 3 for part three tests.

**The grading should not be entered until after the de-brief.**

After the check test de-brief the ADI should be given the tear-off portion of the ADI 26 C/T. The top portion of the front of the form must be retained and stapled to the carbon copy. A report should then be written in the space provided on the back of the form. Any instructional weaknesses assessed as 'not covered' or 'unsatisfactory' should have a short explanation as to why.

## Overview on Marking Column B

### 4.10 Core Competencies

**Note:** In this section the assessment is of all faults both major and minor **over the whole lesson** and **not individual faults**. For example, some explanations may be correct, some incorrect. The grade given depends on the balance of correct to incorrect.

**Faults - Identified:** This covers the ability of the instructor to identify clearly all the important faults committed by the pupil that will require correction as part of an effective

instructional process. This ability is expected to cover all aspects of control of the car and procedure on the road at all times.

**Fault Analysis:** This covers the ability, having identified a fault, to accurately analyse the cause. It covers inaccurate, incomplete or omitted fault analysis.

**Remedial Action:** This relates to offering constructive and appropriate instruction to remedy a fault that has been identified and analysed. The fault assessment need not be immediate if this would be inappropriate at the time, but it should be given at the first opportunity.

## **Instructional Techniques**

**Recap at the Start:** At the beginning of the lesson the ADI should go over the main points covered in the previous lesson(s) to establish the base line for this lesson.

**Aims / Objectives:** The ADI must have well defined and obvious aims for the lesson and explain these to the pupil.

**Level of Instruction:** Relates to the match (or lack of it) between the level of instruction and the level of ability of the pupil. This will normally match the grade given.

**Planning:** Covers the planned and actual sequence of instruction together with the appropriateness and effectiveness of teaching methods used taking into account of the complexity of the content covered and progress of pupil. Includes the allocation of time between training activities and methods used such as the distribution between theory and practice.

**Control of Lesson:** Deals with the overall control of the lesson and the interaction processes within it. Directions must be clear and given at the correct time. Instruction should be given in good time to help the pupil respond to the situation at hand. Instructions must relate to the prevailing road and traffic conditions.

**Communication:** Is concerned with pupil's understanding of instruction, appropriateness of language, and use of jargon (with or without explanation). Includes the ability to adapt and to use language and terminology likely to be familiar to the particular pupil and not to overload them with over-technical and complex explanations.

**Question and Answer Techniques:** At appropriate points during the lesson the ADI should preferably ask questions that contribute towards realising the objectives of the lesson. Ideally the questions should be simply worded, well defined, reasonable and relevant. There is a need for questions that are thought provoking and challenging as well as ones that simply test a pupil's memory. In addition the ADI should encourage the pupil to ask questions at appropriate times.

Examiners should bear in mind that, whilst this is a useful technique to employ, **excessive importance should not be placed on this alone** as it is quite possible to give a satisfactory lesson without employing it.

**Feedback / Encouragement:** Providing feedback and encouragement to the pupil relating to their performance. Praise, confirmation, reinforcement for effort / progress / achievement. Correction / information when errors / faults occur. Encouraging the pupil is

part of any teaching skill. The pupil needs to know when they have done something well. This rating should mirror the lowest mark recorded within the core competencies.

**Instructor's Use of Controls:** The controls (steering, indicators, brakes ancillary controls etc.) should only be used when necessary and the pupil should be told when and why they have been used. The ADI must not be controlling the pupil all or most of the time. Use of dual controls is acceptable when used as a teaching aid.

**Re-Cap at the End:** At the end of the lesson the ADI should summarise the main points covered during the lesson. Praise should be given for tasks well done and the need for improvement in other areas should be identified. (The ADI should be trying to assess the achievement level and include a plan for the next lesson).

**Instructor Characteristics:** (attitude and approach to pupil). This aspect should be dealt with as an overall assessment of the ADI characteristics and is concerned with the skills used to create a relaxed, but supportive learning environment. It is not to be used as a measure of the personality characteristics of the ADI, but as a measure of how effective they are in establishing and maintaining rapport and creating the right atmosphere for learning to take place. They should have a relaxed manner and be outgoing but not over-familiar. They should be self confident and capable of transmitting confidence to the pupil in a patient and tactful manner. Any unnecessary physical contact with the pupil will be reflected in the marking.

**Oral Guidance:** Oral guidance in response to a specific question from an instructor may be given if the examiner can provide the answer by reference to: -

- Driving, the essential skills
- The Highway Code
- The official DSA Guide to Learning to Drive
- A previous answer provided by Standards and Regulation Branch.

**Examiners are warned against being drawn into interpreting, amplifying or adapting the guidance contained in the sources listed above** as such discussion may well be the preliminary to an approach to the Agency about a particular driving test result. Thus, an instructor who asks "What is DSA's view on such and such a technique?" really means, "Will the adoption of that particular technique mean that my pupil will fail the driving test?" In this situation, no question about driving technique can be regarded as being purely objective or theoretical. **Under no circumstances must examiners guess at the answer to an enquiry.**

When giving guidance to ADI's on check tests, it is important to make it clear to them that it is one of their professional responsibilities to encourage their pupils to have adequate instruction to ensure that they are at the appropriate standard before taking a driving test.

**There is obviously a need to exercise discretion in selecting a place to discuss a check test result with the ADI to ensure the conversation is not overheard by other people.**

**Should your discussion take place in a driving test centre, please remember there may be other ADI's and examiners in the waiting room or in a position where they may be able to overhear what is being said. If you can get the pupil to return to the waiting room, it may be suitable to carryout the de-brief in the ADI's car.**

When giving guidance to ADI's you should employ your counselling skills to full advantage. You should also be aware of any "body language" which may give an indication as to how the ADI is reacting to your advice and will enable you to vary your approach accordingly and respond in the best possible manner.

#### **4.11 Provision of Answers by Standards and Regulations Branch**

If exceptionally an instructor asks a question which cannot be answered by reference to one of the sources listed above, the examiner should seek guidance in the first instance from the local DTAM. The DTAM may contact Standards and Regulations (S&R) by setting out the precise question in minute form and sending it to their ACDE. Additional relevant information, which the examiner considers would be helpful, should be included, but shown separately from the ADI's question. When the layout of a road junction, etc., has a bearing on the question, a drawing showing as much detail as possible of the road markings, signs etc. would be helpful. It should indicate whether or not drawn to scale.

S&R will consult other branches if necessary and will send a paragraph to the examiner concerned, who should include it in full in a letter of reply to the instructor. This consultative process, which will be undertaken as quickly as possible, is essential if the Agency is to be protected from subsequent embarrassment. In particular, S&R and Instructor Services and Registration Team work closely together, and examiners can be sure that advice emanating from S&R about the matter of driving technique will accurately reflect the views of the Driving Standards Agency.

#### **4.12 Overall Assessment Mark**

An overall assessment mark on the rating scale 1 to 6 will be used by the examiner in deciding whether an ADI's attention should be drawn to an overall deficiency in his standard of instruction. A series of adverse markings could prejudice the instructor's continued registration. This makes the setting of the mark a very important part of each inspection undertaken. The entry examination assessment levels should be applied to all check tests.

**Your check test assessments should be precise; if you consider an ADI's standard low enough to be doubtful grade four then the lesson must be assessed as a grade three.**

#### **4.13 Check Test Results**

All ADI's will be advised at the conclusion of their check test of your assessment e.g. Grades one, two, three, four, five, six, or E.

An ADI who is assessed as sub-standard, that is grade one, two, three, or E, should be clearly told at some stage during the de-brief that their instruction is not at an acceptable level. They should also be told that a letter explaining the areas for development will follow and that they will be seen again in approximately two months (grade two) or three months (grade three). Grade E will not count towards the first sub-standard check test and should be seen again in three months. The 'E' letter should reflect that the ADI will have a further opportunity to demonstrate their instructional ability in three months time.

ADI's assessed as grades four, five, or six, should be told the assessment figure **after you have given advice. It should be made clear that the assessment refers to the instruction you have seen on the particular lesson.**

It should be made quite clear to those who are assessed as grade four that their instruction is at the **minimum acceptable level**. Your advice will outline the areas to be improved

and you should get confirmation from the ADI that he understands and will endeavour to effect an improvement in his instruction.

Those assessed as grades five or six should be advised according to the criteria listed below.

**In each case your advice or guidance should be commensurate with the assessment given.**

In the case of sub-standard ADI's the examiner should make a note on form ADI 26 (C/T) to the effect that the ADI was told that his instruction was below the required standard, that they will be written to and will be seen again at the appropriate interval. This should be entered in the report section on the back page of the form together with any further information relevant to the check test.

#### **4.14 Sub-standard letters**

The aim of a sub-standard letter is to provide a recap of the reasons why the check test was unacceptable. The tone of the letter is important so that the ADI takes note of its content. The emphasis should be on helping the ADI develop and improve by providing general guidance and ideas as to how they could have complied with the core competencies. Care must be taken not to suggest that a particular subject or incident **must** be taught this or that way.

When an 'E' grade has been awarded the appropriate stock letter will reflect that the check test was an 'educational' and that the ADI will be seen again in **three months**.

An ADI who has been register for more than 12 months will not have the privilege of an educational rating but have to be graded accordingly. Therefore if their first check test is sub standard letter 5 will be used. On re-examination should the ADI be sub-standard for the second time stock letter 6 will be used.

An ADI with a previous sub-standard check test who subsequently provides a satisfactory lesson the examiner should sent out stock letter 6A. (This letter is not copied to Instructor Services and Registration Team at HQ).

#### **4.15 Scale of Assessments**

The following explanatory notes give the definitions of each grade and the action to be taken if instruction is not satisfactory.

**Grade Six:** Overall performance to a very high standard with no significant instructional weaknesses. Concise accurate recap given on the previous lesson and realistic, attainable objectives set for the current lesson. There was dialogue, with pupil involvement. Consistently demonstrated the ability to vary / select the most appropriate instructional techniques as necessary to suit the needs, aptitude and ability of the pupil.

Quick to recognise and address all the important driving faults and provided thoroughly sound analysis, with clear, prompt and appropriate remedial action. An appropriate route chosen for the pupil's ability and experience and took every opportunity to develop the pupil's driving skills and awareness using the problems presented en-route.

Structured an appropriate learning environment that positively encouraged the pupil to further develop their skills and good driving practice. The lesson concluded with a concise recap, which was an accurate overview of the lesson. The strengths and



weaknesses in the pupil's performance identified and discussed constructively. Realistic and appropriate objectives set for the next lesson. Professional attitude and approach to the pupil throughout the lesson.

ADI's in this category have the lowest priority for inspections and will normally be seen once in every four-year registration period.

**Grade Five:** A good overall standard of instruction with some minor weakness in instructional technique. A recap given on the previous lesson and objectives set for the current lesson, with pupil involvement. Demonstrated the ability to vary/select the most appropriate instructional techniques as necessary to suit the needs, aptitude and ability of the pupil, with only minor weaknesses. Recognised and addressed all the important driving faults and provided sound analysis with appropriate remedial action. An appropriate route chosen for the pupil's ability and experience taking advantage of most of the opportunities to develop the pupil's driving skills and awareness using the problems presented en-route. Structured an appropriate learning environment in which the pupil could readily further develop their skills and good driving practice. The lesson concluded with a concise recap, which was an accurate overview of the lesson. The strengths and weaknesses in the pupil's performance identified and discussed. Objectives set for the next lesson. Attitude and approach to the pupil was good throughout the lesson. ADI's in this category will also normally be check tested at four yearly intervals.

**Grade Four:** A satisfactory overall performance with some minor deficiencies in instructional technique. Acceptable recap with limited pupil involvement and objectives for the current lesson outlined. Demonstrated the ability to vary/select the most appropriate instructional techniques as necessary to suit most of the needs, aptitude and ability of the pupil. Recognised and addressed the important driving faults, providing generally sound analysis and remedial action. An acceptable route chosen for the pupil's ability and experience, taking advantage of most of the opportunities to develop the pupil's driving skills and awareness using the problems presented en-route. Structured a generally appropriate learning environment that provided opportunities for the pupil to develop their skills and good driving practice. The lesson concluded with a general summary, giving an accurate overview of the lesson. The main strengths and weaknesses in the pupil's performance identified. Attitude and approach to the pupil was acceptable throughout the lesson.

The shortcomings that are seen need to be corrected so as to justify a higher marking. Examiners should not rest content with ADI's in this category and will see them again in about two years.

**Grade Three:** An inadequate overall performance with some deficiencies in instructional technique. Inadequate or sketchy recap on the previous lesson. Did not adequately set out / explain the objectives for the current lesson, and did not involve the pupil. Demonstrated only a limited ability to vary / select the most appropriate instructional techniques as necessary to suit the needs, aptitude and ability of the pupil. Inconsistent identification, analysis and remedial action of driving faults. Some unnecessary retrospective instruction. A poor route chosen for the pupil's ability and experience and missing opportunities to develop the pupil's driving skills and awareness using the problems presented en-route. Failed to structure a learning environment to enable the pupil to develop their skills and good driving practice. Inaccurate or incomplete summary at the end of the lesson. Many of the strengths and weaknesses

in the pupil's performance not identified or treated superficially. Shortcomings in attitude and approach to the pupil. The ADI must be told that their instruction is below the required standard and that they will be written to and seen again in approx 12 weeks time.

Two consecutive assessments of three must be reported to the Instructor Services Branch for action. The second visit to a three assessment should be about in three months. The ADI must have their faults clearly explained to them and **they must be confirmed in writing (with a copy of the ADI 26 and letter sent to Instructor Services Branch) on each occasion.**

When entering the assessment figure on the **reverse** of the ADI 26(C/T) an oblique stroke should be placed after the three to indicate the number of consecutive unsatisfactory assessments (i.e. `3/1' or `3/2' in red).

**Grade Two:** A poor overall performance with numerous deficiencies in instructional technique. Little or no recap on previous lesson, failed to set objectives for the current lesson. Unable to vary / select instructional techniques as necessary to suit the needs, aptitude and ability of the pupil. Many problems with correct identification of driving faults and analysis and very late remedial action. An unsuitable route chosen for the pupil's ability and experience and missed numerous opportunities to develop the pupil's driving skills and awareness using the problems presented en-route. A poor learning environment from which the pupil would not be able to develop their skills and good driving practice. Superficial summary at the end of the lesson. Main strengths and weaknesses in the pupil's performance not mentioned. Serious shortcomings in attitude and approach to the pupil.

Two consecutive assessments of two must be reported to the Instructor Services and Registration Team for action. The second visit to a two assessment should be in eight weeks. The ADI must have their faults clearly explained to them and **they must be confirmed in writing (with a copy of the ADI26 and letter sent to Instructor Services Branch) on each occasion.**

When entering the assessment figure on the reverse of the ADI 26(C/T) an oblique stroke should be placed after the two to indicate the number of consecutive unsatisfactory assessments (i.e. `2/1' or `2/2' in red).

**Grade One:** An extremely poor overall standard with incorrect or even dangerous instruction. No recap on previous lesson, objectives not set for the current lesson. Unable to even recognise the need to select the most appropriate instructional techniques as necessary to suit the needs, aptitude and ability of the pupil. Failed to identify, analyse or correct driving faults, many of which were of a serious or dangerous nature. A totally unsuitable route chosen for the pupil's ability and experience and didn't use the opportunities presented en-route to develop the pupil's driving skills and awareness. No attempt to structure any kind of learning environment. No summary at the end of the lesson. Very serious shortcomings in attitude and approach to the pupil.

The ACDE must be informed immediately following an assessment in this category. **The examiner will make no further visits.** They will clearly explain the ADI's faults at the time and confirm them by letter, which will also inform the ADI that their unacceptable standard is being reported to Headquarters.

If an examiner considers that the instruction being observed is a grade 1 check test is of such a level that it constitutes a danger to the pupil or to the occupants of the car, they should intervene and stop the check test. The ADI should be informed of the grading and the reason for it should be outlined. The normal procedures, detailed above, should then be followed and an ADI 22 Special Report should be submitted.

The examiner (ADI) should ensure that no comment is made in front of the pupil with regard to the performance of the instructor.

**Grade `E': Educational Check Test** - On the first check test after entering the Register the ADI should be tested in the normal way. It may be that a satisfactory grading cannot be given because the lesson was not up to the standard required, in this case the check test should be regarded as purely educational and the letter `E' should be entered in place of the normal assessment figure. The ADI must have their faults clearly explained to them and **they must be confirmed in writing (with a copy to the Instructor Services and Registration Team)**. The time before the next check test is 3 months. Subsequent check tests should be assessed in the normal way.

**If an ADI has been on the Register for 12 months without an educational visit it is reasonable to assume that they will have gained experience during this time and in these circumstances they should be assessed according to the stated criteria and given the appropriate grade.**

#### **4.16 Sub-Standard Check Tests**

With the computerised system of recording check test results at Instructor Services and Registration Team it is **imperative** that the assessment figures for sub-standard check tests are recorded correctly. A first sub-standard check test assessment figure **must be** followed by one and a second sub-standard with two'. For example, if an ADI is assessed as two on a check test this must be entered **in red** as `2/1' in the Outlook Diary. If on the follow up check test the ADI has raised his standard slightly and is assessed as three, this must be entered **in red** as `3/2' in the diary, as it is of course the second sub-standard check test.

**All second sub-standard check tests entered on the Outlook diary must also be highlighted.** (First sub-standards **must not** be highlighted).

A separate file should be kept to record all sub-standard check tests. This should include the name and personal reference number of the ADI, the check test date(s) and result(s) and the final outcome.

**Note: Examiners ADI need to take ownership of sub-standard check tests. The procedure should be as follows:**

Journal or Outlook diary to be marked with the grade and faxed or emailed to Newcastle or Cardiff at the end of the working day. When a third check test is required the result should be highlighted.

Following a sub-standard check test, including grade 'E' telephone the ADI check test booking clerk at the earliest opportunity and rebook the ADI either two or three months ahead depending on the grade awarded, three months for grade 'E'.

Enter the ADI details on your personal sub-standard list and include the date provisionally booked for the ADI's second check test.

The sub-standard list held at the area DTAM office should be updated and checked regularly to ensure that the list is accurate.

Any sub-standard ADI should have a copy of the ADI 26(C/T) and sub-standard letter forwarded to the Instructor Services and Registration Team in The Axis at the earliest opportunity.

When a third check test is required with a more senior examiner phone the Instructor Services and Registration Team to confirm that Standards and Regulations Branch has been notified. Approximately one month later, confirm with Standards and Regulations that the ADI has been allocated a date for the final check test, enter the information on your sub-standard list.

Confirm that the check test has taken place and record the result when known on the sub-standard list. The paperwork should be received from the senior officer at some later date and placed on the ADI's file.

#### **4.17 Check Test Returns**

Check test results should be recorded on the check test journal in Microsoft Outlook and emailed or in the case of a hardcopy faxed to the check test booking clerk at the end of the working day.

All check test reports should be filed in a safe and secure location according to local practice. This could be at a central location or at individual test centres according to local management practice. Confidentiality and security are essential.

## Annex A.

### The Check Test

#### Introduction

The Road Traffic Act 1988 (as amended) states that continued registration as an ADI is subject to the condition that they will undergo a test of “continued ability and fitness to give instruction”, commonly known as a check test, as and when required by the Registrar. The check test is basically no more than its name suggests: an opportunity for one of the Agency’s examiners to check, that your instruction is up to the required standard, by accompanying you while you conduct a normal lesson,

#### The Invitation

Your letter of invitation will indicate the date, time and place for your appointment.

**Please check the location of your appointment carefully, as this may be different to where you normally present your candidates for test, if you would prefer your check test at a different centre please contact us.**

It is important that you attend the check test. **Please return the acknowledgement slip by return of post.**

If you do not attend when invited, the Registrar will require you to attend on a stated date. Action will be taken to remove you from the Register if you fail to attend such a “Registrar’s requirement” check test without good reason. Not having a pupil, not having a car or not working as an ADI are **not** acceptable reasons for non-attendance.

#### Documents to bring with you

You should bring with you your certificate of ADI registration (green badge) or fleet registration (Orange badge) as applicable.

#### The Vehicle

The car used for test must meet minimum test requirements and be roadworthy, safe and reliable. Soft top convertibles are not acceptable, nor are “2+2” vehicles such as a Vauxhall Tigra as the seating arrangements are inadequate. L plates (or D plates in Wales) should be fitted if you are teaching a learner. Rear seat belts in working order must be fitted. If there is the facility for rear head restraints please ensure that these are fitted to ensure the safety of the examiner. If you have any doubts about a car’s suitability you should contact your examiner. Failure to attend in a suitable car could result in removal from the Register.

#### The Pupil

The purpose of the check test is for the examiner to observe what you do on a normal lesson so that they can assess your ability to give instruction, not your pupil’s ability to drive. The lesson should be tailored to your pupil’s needs. If you do not have a pupil your examiner will provide a role play check test and portray a pupil at the ‘trained’ stage, or you may give a lesson to a full licence holder (but not another ADI). Please indicate that you will need the examiner to play the role of a pupil when you respond to the Invitation. When a role-play check test is required it is important that you ensure that the car is suitably insured for a DSA examiner to drive. If you elect for an ADI role play check test, choose the subject of the lesson from the ‘role play’ subjects listed below and tell the examiner the on the day.

**Note:** This does not apply to a fleet role-play check test- please refer to Fleet Driver Trainer Check Tests below.

- A remedial lesson. (DL25 issued please read note below.)
- Meet, cross, overtake, anticipation pedestrian crossings. (Any two subjects and anticipation.)
- Junctions
- Dual carriageways and open roads
- MSM and a manoeuvre
- Extended, disqualified drivers.
- Pass Plus module
- Full licence holder
- MSM and pedestrian crossings.

**You should choose the route and direct the examiner as you would do in a normal lesson.**

**Note:**

- Pass Plus modules two, three, five, six, only; as module one includes a classroom element which is not acceptable for a check test and module four concerns night driving which cannot be simulated.
- If a remedial lesson is required, the subject matter will be chosen by the examiner who will provide a DL25 (Driving test report) on the day. (This may take a few moments to prepare). There will be two serious faults recorded, also a few driver faults marked for development.
- Full licence holder lesson will be for a driver who has spent some time abroad and in need of driver development which may include the reverse park exercise, (examiner to select content).
- A disqualified driver needing to take an extended driving test may require a short assessment drive of about ten minutes to establish the main areas for development. The examiner will not tell you what the simulated faults will be.

## **Preparation**

### **For a lesson with a pupil:**

Your preparation should be the same as you would make for any other normal lesson. You will need to prepare some information for the examiner as they will ask you some questions about the pupil's progress to date before the lesson starts. This should include how many hours of tuition they have had, whether or not they are receiving tuition or practice from any other source, any strengths and areas for development of which you are aware, and your lesson plan for the check test. If the pupil has a Driver's Record this should be made available for the examiner to see before the start of the lesson.

Introduce the pupil to the examiner in a relaxed manner. Tell your pupil to drive and ask questions exactly as they would in a normal lesson. You may find that it puts your pupil at ease to tell them that the examiner will be accompanying them on the lesson for instructor quality assurance purposes.

**For a role-play:**

Please listen carefully to the pupil pen picture described by the examiner who will be a pupil you have not met before. You will be standing in for their current instructor who is unavailable.

Once the lesson begins it will be important to ensure that your instruction or training meets the needs of the pupil portrayed and faults are managed by accurate coverage of the core competencies.

**The Lesson:**

You will be expected to give your pupil a lesson lasting about an hour and allow about 15 minutes afterwards to discuss the test with the examiner. During the lesson the examiner will be checking that knowledge is conveyed during the lesson and that driving faults do not go uncorrected.

The level of instruction during the course of the check test should be based at a level appropriate to the needs of the pupil. Common reasons for failing to provide appropriate instruction are:

- Under-instruction: it is of no use to the pupil if you sit there in silence, even if they are making few mistakes. Good instruction is positive instruction.
- Over-instruction: if you give too much instruction the pupil does not have time to think or make their own decisions. This is only appropriate for a complete novice.

**The Result:**

The overall assessment will be based on your compliance with the core competencies of:

- fault identification
- fault analysis
- remedial action

Your result will reflect the lowest mark you achieved within these competencies.

The examiner will give you your result privately after the lesson and discuss your performance. You may ask the examiner any questions you may have. If you have proved to be satisfactory, you will be told whether your performance was grade four (competent), grade five (good) or grade six (very good). The examiner will give you a copy of the marking sheet (ADI 26C/T) which will show your marking.

A grade two or three indicates that your performance did not reach an acceptable standard. Although the Registrar may remove your name from the Register after one sub-standard check test, if you are graded two or three you will usually be given a further two attempts to meet the required standards. The final test would be conducted by a different examiner to ensure transparency and fairness. If you do not achieve a grade four or higher on your final attempt the Registrar will probably decide to remove your name from the Register.

Grade one is considered to be dangerous instruction. You would only be given one further attempt with a different examiner to demonstrate you can meet the required standard before action to remove your name from the Register was taken.

In all cases where a grade one, two or three has been awarded the examiner or ACDE will confirm in writing the main points where you have gone wrong.

### **Fleet Driver Trainer Check Tests**

In order to retain your fleet register qualification, you must bring a customer who is a full licence holder for your check test, or ask the examiner to act the role of a fleet customer. A fleet role-play check test will be conducted in-line with the DSA fleet coaching ability examination where you will be expected to demonstrate the following competencies: an occupational road risk briefing, coaching on vehicle safety checks, conduct a driver profile, coaching to correct 'key risk's' complying with the core competencies and conclude with a driver / customer performance appraisal. The examiner will manage the time for each module. If you require a fleet check test, please indicate your choice on the invite letter.

In all cases where a grade one, two or three has been awarded the examiner or ACDE will confirm in writing the main points where you have gone wrong.



## **Chapter 5**

### **The Purpose and Use of Computer Records**

#### **5.01 Introduction**

The integrated register of all driver trainers is updated by the Instructor Services and Registration Team (formally ADI section) on a regular basis to ensure those ADI's are seen in order of priority.

#### **5.02 Expiry Date**

An ADI / fleet registration is valid for four years. Examiners need to be aware of the expiry date when check tests have been arranged to ensure that the ADI has a current certificate. It is sometimes necessary to notify the ADI section when a registration has lapsed so that the removal proceedings can begin.

## **Chapter 6**

### **The Official Register of Driving Instructor Training (ORDIT)**

#### **6.01 Background**

The Driving Standards Agency initially maintained two lists of approved training establishments - ADITE (Approved Driving Instructor Training Establishments) and DIA-RTE (Driving Instructors Association Recommended Training Establishments). These two registers were amalgamated and formed ORDIT (Official Register of Driving Instructor Training). This is a voluntary scheme which DSA administers. Part of DSA's role is to carry out inspections for those wishing to join ORDIT and conduct periodic inspections for those already on the ORDIT Register.

#### **6.02 Objectives**

The aim of the ORDIT scheme is to ensure ORDIT training establishments and tutors provide minimum, acceptable standards before being admitted to the ORDIT Register.

The DSA and the members of ORDIT aim to provide good quality training by qualified trainers, from premises that are ORDIT inspected and meet satisfactory standards. ORDIT registered training establishments all agree to abide by the terms and conditions of ORDIT.

Any training establishment or ADI tutor wishing to be included on the ORDIT register should in the first instance contact the following address for an information pack about the requirements for ORDIT membership:

The Driving Standards Agency  
The Axis Building  
ORDIT Section  
Upper Parliament Street  
Nottingham. NG1 6LP  
Tele 0115 936 6666

Email: [ordit@dsa.gsi.gov.uk](mailto:ordit@dsa.gsi.gov.uk)

#### **6.03 ORDIT Inspections**

After an application has been received by the ORDIT section and the appropriate fee paid, a journal will be generated and emailed to the appropriate DTQAM or DTAM the inspector who will be conducting the inspection.

The inspector will act on the information provided about what type of inspection is required i.e. premises, part 1 (theory / hazard perception training), assessment of coaching ability for driving, or assessment of coaching ability for instructional techniques.

The inspector will contact the principle / tutor and arrange a mutually convenient time for the inspection. The time taken for a premises and / or practical inspection is normally about the same as a check test. Travelling time will also be considered when booking appointments.

#### **6.04 Inspection**

There are specific forms for ORDIT inspections, they are:

**Training Premises Inspection**

Consists of two copies. White copy to be retained and the yellow copy to the establishment.

**Tutor Assessment Report. Driver Development**

Consists of three copies. White copy to be retained by the inspector. Pink copy to the tutor and yellow copy to the establishment.

**Tutor Assessment Report Instructional Development**

Consists of three copies. White copy to be retained. Pink copy to the tutor named and yellow copy to the establishment.

The assessment forms are self explanatory and provide a check list of what has been seen and the inspector's assessment.

The inspector will inform the establishment / tutor what the inspection will consist of and how long it will last. Preliminaries will be similar to those of a normal check test i.e. details of the student / what has already been covered? What is the lesson plan? Etc.

**6.05 Training Records**

Regardless of the type of inspection, the inspector will ask to see the student(s) training record(s). Not keeping student records is unacceptable. It is important that tutors record each training session. There is no laid down format for records, but they should record strengths and weaknesses and any other relevant information. Ideally, students should be asked to sign their record.

**6.06 Assessment of Practical Session**

ORDIT inspectors assess the quality of training. The inspector will assess the whole training session and will not focus on just one aspect. Demonstrating the ability to apply the "core competencies" plays a crucial part of any training session. The inspector will also assess:

- the training course follows a structured approach and student progress has been documented by use of records
- the training session meets the needs of the student
- the tutor is confident, demonstrating good interpersonal skills
- the tutor has a sound knowledge of the subject
- use of modern and relevant training aids
- compliance with the core competencies
- fault simulation (is it realistic and pitched at the correct level?)
- use of appropriate Q and A

**6.07 Post ORDIT Inspection**

The appropriate assessment sheet will be completed. There is no overall grade awarded. The training will be assessed as "satisfactory" or "not satisfactory".

If the session is assessed as "satisfactory" the appropriate box on the assessment form will be annotated with an oblique stroke – the same applies if the session was assessed as "unsatisfactory".

A written report detailing the reasons the session was assessed as "unsatisfactory" will be completed on the reverse of the inspector's white copy and will be retained by the

inspector for two years. No written report is completed when a training session is assessed as “satisfactory”.

Any unusual circumstances will be mentioned in the report - if these are a serious nature a copy will be forwarded to the ORDIT section.

The inspector will give a post inspection de-brief. This will be a general overview of the training session and will normally be given in private; although a third party may be permitted to listen in providing the tutor has given permission.

## **CHAPTER 7**

### **Fleet Driver Training**

#### **7.01 Introduction**

ADI's have two routes for qualifying to be entered onto the fleet register. They can qualify via an accredited organisation or by the DSA route.

Qualification via the DSA route will depend on passing a three-part entrance examination that follows a similar format to the Register of Approved Driving Instructors (car).

Only Approved Driving Instructors (ADI's) currently registered with the DSA may apply.

#### **7.02 Entry Examination Content**

The examination consists of a:

1. multiple choice theory test paper
2. practical test of driving ability
3. practical test of instructional / coaching ability.

All three parts of the exam must be taken in the above order and passed within a one-year period. The one-year period starts from the date of the first attempt at the theory test. A candidate not being able to complete the process within that time must start again from the beginning and pass each part to qualify to join the Register.

There is a maximum of three attempts at each part of the entrance examinations. Should a candidate be unsuccessful on the third attempt at any stage they must wait until the end of the one-year period before being eligible to start the qualifying process again. Another application form and fee for the theory test will need to be submitted to the Fleet Register Section before starting again.

#### **7.03 About the Theory Test (Written Examination)**

At present this is a paper test and is conducted at the local DTAM office. It consists of 100 questions with a choice of four answers per question. The questions are on the following topic areas and grouped into 4 bands:-

Band 1 - Driving practices and procedures / road and traffic signs / motorway driving

Band 2 - Driver attitude / driver and the law / environmental issues

Band 3 - Vehicle dynamics and handling / accident procedures

Band 4 - Instructional coaching techniques / hazard perception

If a candidate enquires about the pass mark they should be told the overall pass mark for the theory test is 85%. However, they must reach a minimum mark of 80% in each of the four main topic areas. It is therefore possible to attain an overall mark of 85% or higher but still fail the test because they have not gained the minimum of 80% in any one or more of the four bands.

#### **7.04 Written Part of the Qualifying Examination**

These notes deal with the procedure for arranging and conducting the written part of the qualifying examination.

An appointment for the theory test is made by the booking clerk in the Fleet Register Section at DSA HQ on receipt of the appropriate form and fee. The venue, date and time is normally arranged and agreed with the examiner who will conduct the examination at one of the listed centres. Prior to the appointed day the examiner will receive the correct number of question papers and answer sheets along with all relevant details for the number of applicants sitting the examination.

#### **7.05 Preliminary Arrangements on the Day**

Check the adequacy of seating and desk arrangements and ensure road safety posters and other aids are cleared from view. Ensure there is adequate heating or ventilation as appropriate. DSA operates a no smoking policy which applies in this instance. Examiners should take every precaution to ensure that no candidate receives improper assistance from books, papers or from other candidates. All telephones and mobile phone should be either switched off or put on divert. A notice must be placed on the door stating '**examination in progress**'.

#### **7.06 Checks on Arrival**

Carry out the normal identity checks on arrival. Ask to see their letter of appointment and photo card licence. Old style paper licence accompanied by a valid passport or ADI certificate is acceptable as photographic identity. **No identity no test.**

#### **7.07 Duration of the Examination**

The candidate is allowed 90 minutes to complete the examination. Time needed to distribute and collect paper work etc should not be included in that time. The actual time of setting the paper should be recorded. If no clock is available inform the candidates at intervals during the examination of the exact time remaining.

If a candidate finishes before the 90 minutes duration, they can leave earlier.

#### **7.08 Announcements to Candidates**

All announcements should be clear and brief so as to leave no doubt in the candidate's mind as to how the examination is to be conducted and what they have to do.

They should be informed that they should use the pencil provided and record their responses on the answer sheet and not in the question booklet.

Candidate's should complete the first page of fleet 001 by entering their name; first names; booking reference number; driver licence number; date; time and test centre then sign the candidate's signature box before the start of the examination.

#### **7.09 Completion of Examination**

At the end of the examination all question booklets and answer sheets should be collected. Candidates are not permitted to take the question books away. The examination result will not be able to be announced immediately after the completion of the paper. A copy should be taken of all candidates' answer sheets before they are forwarded to DSA Fleet Register Section for marking. These copies should be kept in a secure place in the DTAM's office as a back up should the originals become damaged or lost for some reason. The envelope to Headquarters should be marked private and

confidential. Fleet Section will mark the papers, which will be verified by an ACDE in S&R. After marking, the result will be confirmed in writing and posted to the candidate's address. Information on how to proceed with the next part of the qualification process i.e. how to apply for the test of driving ability if successful, or how to apply to re-take the theory test if unsuccessful will also be enclosed.

Copies should be kept for two years and then shredded as confidential waste.

### **7.10 The Practical Driving Test**

These notes deal with the procedure for arranging and conducting the practical part of the qualifying examination comprising tests of eyesight, driving technique and instructional / coaching ability. A candidate must pass tests one and two before taking test three.

### **7.11 Arranging Appointments for Practical Tests**

An appointment for a practical test is made by the booking clerk in the Fleet Register Section at DSA HQ on receipt of the appropriate form and fee. The practical tests of driving and instructional / coaching ability may be taken in a variety of ways. The options are:

- **Singular:** Where the fee for each test is sent individually (bearing in mind the qualification period).
- **Consecutive:** Where the fees for both the driving ability and the test of instructional coaching ability are sent and the tests are booked to take place straight after each other. It should be noted that if the candidate fails the driving ability, the instructional coaching ability will not proceed and that fee will be forfeit. It will not be possible for the candidate to use the instructional ability period to retake the test of driving ability.
- **Progressive:** Where the fees for both the driving ability and the test of instructional coaching ability are sent, but the tests are booked to take place with an interval of at least one day. This option enables the candidate to re-attempt the driving ability in place of the reserved test of instructional coaching ability if unsuccessful at the previous attempt.

A journal is raised for the day's work, which records the examiner's name, location and examination date. Details of the candidate should include the name, personal reference number, the date when the written exam was successfully completed, and the type of test to be conducted. For test two the code DT will be used, and the number of previous attempts recorded. For test three the code IT will be shown along with the number of previous attempts. The booking clerk will notify the candidate of the appointment using the appropriate appointment letter.

Examiners should be in regular contact with the Fleet Register Booking Centre (DSA / HQ) to ensure that sufficient resource is available to meet demand for practical tests.

**The booking clerk must ensure that no appointment is made for a date that is more than one year after the candidate's first attempt at the written part (except where the application was received before the expiry of the one year period) and also that no more than two previous attempts at the test have been made during the current one year period. Should the examiner become aware that these procedures have not**

**been followed, he should contact the Fleet Register section / DSA as soon as possible.**

### **7.12 Condition of Vehicle - Test two**

The candidate is required to provide a suitable category B vehicle for the test. The vehicle properly taxed and insured (in the case of a car, it must be a saloon car or hatchback / estate - not a convertible or van), which is roadworthy and fulfils all legal requirements. Manual transmission. It must be suitable for the test meeting the minimum test vehicle requirement for the statutory driving test.

- It must be capable of the normal performance of vehicles of its type, and unladen.
- The vehicle must have right hand steering, a driver's seat, a readily adjustable front passenger seat, a head restraint for a forward facing passenger, fully functioning seat belts and an additional rear view mirror on the passenger side for use by the examiner
- 'L' plates should not be displayed on the vehicle. (Should a vehicle be presented with 'L' plates the examiner should suggest that they are covered and assist if necessary).

Please remember DSA's aim is to conduct the test where ever practicable.

If, in the opinion of the examiner, the vehicle provided does not comply with the above requirements or with any legal requirement relating to the use of vehicles on the road (this includes displaying a current road fund licence), the examiner should explain to the candidate that he will not be able to conduct the test and should report the circumstances to Fleet Register Branch on an ADI 22 the same day. Candidates who protest should be listened to with some show of sympathy and told to forward their objections to Fleet Register Manager. Undue discussion must be avoided. Although a vehicle used for the test may initially appear to be satisfactory, it may become apparent at a later stage that it is not in proper condition as to the operation of the controls, or in other ways.

In this event the examiner should explain the situation (on the lines already indicated) and terminate the test. The DL25 (Driving Test Report) will need to be annotated with appropriate code 15 by using an oblique stroke /. Upon completion of the test the DL25A/B should be retained in the DTAM office for one year. DL25B.

DL25C/D should be given to the candidate as normal. Any enquiry about loss of fee should be referred to Fleet Register Manager and an ADI 22 should be submitted with details or reasons why the test was not completed.

### **7.13 Preparation of Documents for the Driving Ability Test**

- before the time of the appointment the examiner should prepare a form DL25 as normal. All entries should be in print and clearly written
- before the test, enter the candidate's details. Insert the candidate's title, i.e. Mr, Mrs, Miss, Ms or other title, followed by all known initials and then the surname, within the boxed area on the DL25B only
- in the appropriate boxes insert the numerical part of the driver number (middle 6 numbers) followed by the date and time of test
- complete the DTC code / authority box and staff reference number
- examiner name to be printed within the examiner box on DL25 B and C only



- insert the category of vehicle 'FLT' along with code "15" for fleet driving ability tests
- examiners conducting practical tests at a centre other than their permanent centre will need to be recorded as a "visitor"
- vehicle. Later (when known) insert the registration number
- dual controls as appropriate.

**NB:** Full details on completion of the DL25 can be found in the DT1.

#### **7.14 Reception and Identity Check**

This should follow the format similar for the ADI driving ability test with self-introduction and handshake. The candidate will be required to produce both parts of their current driving licence or the old style licence and a valid passport or ADI certificate before the test commences.

#### **7.15 Duration of the Practical Test**

The practical test of driving ability should take approximately one hour.

#### **7.16 Instructions to Candidates and Standard Wordings**

The candidate should be offered an overview of the content of the test. The suggested content for the introduction should be covered on similar lines to:-

"The test will last approximately 60 minutes. We will be driving on various types of roads and traffic conditions. The test will include one reversing exercise selected by myself. You will also be required to demonstrate a talk through commentary lasting approximately ten minutes".

"Throughout the drive continue on the road ahead unless traffic signs or road markings direct you otherwise. If I wish you to turn right or left I will tell you in good time. Drive as you would do normally but remember a high standard of driving is expected".

Refer to and use general guidance and instructions as for the ADI (car) test to suit as applicable.

#### **7.17 Eyesight Test - Test One Requirements of the Test**

A fleet register candidate is required to meet the same eyesight criteria as per the ADI part two exam. 27.5 metres is the minimum distance. Refer to ADI 1 chapter 2.6 for further guidance.

#### **7.18 Driving Technique -Test Two - Requirements of the Test**

Candidates are required to satisfy the examiner that they are skilled, safe and consistent drivers, and the result of the test will depend solely upon their driving performance under test conditions. The route over which the test will be conducted will be demanding. The test is of an advanced nature and a very high standard of competence is required. Candidates must show that they have a thorough knowledge of the principles of good driving and road safety, and that they can apply them in practice. They must have excellent hazard perception and planning skills and will be required to demonstrate their ability to give a descriptive talk-through commentary whilst driving, for a period of not less than ten minutes.

Candidates must satisfy the examiner that they are able to deal safely with any of the following subjects:

1. The ability to move off smoothly both uphill and downhill, in addition to moving off normally ahead and at an angle,
2. The ability to:
  - meet other vehicles
  - overtake
  - cross the path of other vehicles
  - keep a safe separation distance
  - negotiate various types of roundabouts
  - exercise correct lane discipline
3. Display courtesy and consideration to other road users, especially:
  - pedestrians
  - riders on horseback
  - cyclists
  - motorcyclists
4. Apply correct procedures at:
  - pedestrian crossings
  - level crossings (both railway and tramway, where appropriate)
  - traffic signals
  - road junctions

Demonstrate:

  - effective use of all mirrors
  - correct use of all signals
  - alertness and anticipation
  - observance of speed limits
  - vehicle sympathy
  - A short commentary lasting approx ten minutes.

**Note: Spare box 29 is to be annotated ‘commentary’.**

5. The candidate will be asked to carry out one reversing exercise selected at random by the examiner.

**There will not be an emergency stop exercise.**

**‘Eco-safe driving’ is assessed holistically and marked at the end of the test.**

### **7.19 Report Form DL25A and B**

Examiners will use form DL25 for the purpose of recording faults in test two. It is essential that the **actual form used on the test** be filed with the other relevant documents.

The report form should be completed on similar guidelines as covered in the ADI 1 - Chapter 2.40, however only one reverse exercise will be recorded as per fleet driving ability examination criteria.

Faults will be marked in the same way as for all practical tests as per details in ADI 1 chapter 2.42.

The number of driving faults recorded against an individual subject aspect should be totalled in the appropriate box against that aspect. The total number of faults recorded throughout the test should be entered in the total faults box located in the bottom right area of the DL25.

The reverse of the form DL25B should be completed as per the relevant guidance notes in ADI 1 - 2.40.

## **7.20 Fault Marking on DL25**

As per an ADI part two driving ability test.

## **7.21 Assessment and Recording of Faults**

Faults should be assessed as they occur in the course of the test and recorded at the earliest, safe opportunity. Faults should be recorded on the DL25 using the same guidelines as per the ADI 1 for part two tests.

## **7.22 Driving Fault**

A driving fault of this type, which is considered **worthy** of being marked, should be recorded by means of an oblique stroke (/) on the left side of the appropriate panel on the front of the DL25, level with the item to which it refers.

Repetition of the same driving fault should be recorded by means of a second oblique stroke (to the right of the first).

Further repetition of the same driving faults should be recorded as additional oblique strokes. A persistent repetition of a driving fault, showing a pattern in the candidate's driving, **may** be regarded as serious.

## **7.23 Serious Fault**

Should be recorded by means of an oblique stroke (/) under the S column against the item to which it refers.

## **7.24 Dangerous Faults**

**That involve actual danger** should be recorded by means of an oblique stroke (/) under the D column against the item to which it refers.

The DT1 gives clear guidance to examiners on the procedure to be followed in the event of dangerous driving by the candidate. Should a candidate's driving be so dangerous as to pose a danger to the public or the occupants of the vehicle, the test should be terminated and the same procedures given in the DT1 should be followed.

## **7.25 Marking Standard**

**A pass** should be recorded when a candidate incurs not more than four driving faults, which do not include a serious or dangerous fault.

**A failure** should be recorded against a candidate who incurs five or more driving faults, or a serious fault; or a dangerous fault.

## **DL25B**

If any unusual circumstance occurs during the test an ADI 22 along with a note on the DL25 should be completed. ADI 22 should be forwarded at the end of the day to your area ACDE with a copy to the fleet booking manager.

### 7.26 Weather Conditions

Recorded by an oblique stroke (/) against the appropriate description. Should the description not reflect the weather etc. mark box 11 and insert an accurate description to suit.

### 7.27 Candidate

The examiner should give a brief description of the candidate, in such terms as to recall the latter to mind should the need arise later. This information should concentrate on points such as irregularity of features, colour of hair, distinguishing marks such as freckles, etc. Description of clothing worn is of little use in the case of suspected impersonation. A typical description would thus be: "age about 30 years, approx. 5'10" tall, long narrow nose, small scar just below left eye". The description, though brief, should be sufficient for an investigating officer to be reasonably certain that the person who took the test was either genuine or not. The reference to age should be your assessment follow similar guidelines as per ADI 1 Part two tests.

The type of licence / identity produced should be recorded using the appropriate code.

### 7.28 Driver Identification Code

Insert the code to describe the identification provided.

<b>PC</b>	-	Photo card driving licence
<b>PP</b>	-	Passport
<b>PL</b>	-	Paper licence.

### 7.29 Remarks

The 'remarks' space should be used to record details of performance, for example: -

- Any unusual driving fault or habit.
- The amplification, where necessary, of any fault already recorded in a panel on the front of the form.
- Any unusual behaviour or comment by a candidate during test two.
- The names of any third party present during the conduct of the test or de-brief.
- Any other special feature of the test. Plain language **with no abbreviations** should be used for all notes under 'remarks'.

All entries on the DL25 should be in ink, and made as neatly as possible.

### 7.30 Announcement of Result - Test Two

At the conclusion of the test the examiner should ask the candidate to pull up at a convenient place (as near to the office as practicable) and switch off the engine. The candidate should be informed of the result and advised that if they wish to accompany the examiner to the office they will receive the relevant papers within a few minutes. If they decline to wait they should be told that the documents will be forwarded to their home address by first class post the same day. Where the candidate elects to return to the examiner's office they should be asked to wait in the waiting room or other suitable facility. At some offices the examiner may ask the candidate to wait in the vehicle if it is parked safely and close to the office.

At the end of all tests the examiner should offer to give a brief explanation to the candidate of the faults marked on the DL25. This is usually best done immediately following the announcement of the decision. If a candidate becomes abusive or is so upset that an explanation is obviously of no value, the examiner should abandon the attempt and a brief note should be recorded on the DL25B.

If the trainer is present there is no objection to allowing him to listen to your debrief with the candidate subject to the candidate giving their consent. (Comply with guidance as per chapter 12 Data Protection Act). Our objectives are, after all, to improve the quality of driving instruction and allowing the trainer to listen in means that they may be better informed and consequently more able to give constructive guidance to their trainees on driving skills. The trainer should **not** get involved with the de-brief - just listen.

### **7.31 Completion of Test Documents - Test Two**

**Pass** - After completing the back of the DL25B the examiner should complete form Fleet 11 and retain a clear carbon copy.

**Failure** - after completing the back of the DL25B the examiner should complete form Fleet 10D, again retaining a clear carbon copy.

### **7.32 Disposal of Test Documents - Test Two**

After completion of the relevant documents in the office the examiner **must make a thorough check before handing them to the candidate or posting them**. When posting documents to the candidate they should **always** be sent by first class post **the same day**. Details of the date of posting should be recorded near the 'date' box.

**Pass** - Form Fleet 11 and the DL25C and D should be handed to the candidate or posted using the appropriate window envelope. Return the letter of invitation. The Fleet 11 copy, DL25B and application form should be stapled together at the top left corner with the Fleet 11 on top.

**Failure** - Forms Fleet 10D, DL25C and D and their letter of invitation should be handed to the candidate or posted using the appropriate window envelope. Forms Fleet 10 D copy, DL25B and the application form should be stapled at the top left corner with the Fleet / Reg 10D on top.

**Note:** Please note that the journal with the appropriate result should be faxed to Fleet Register Section at the end of the day.

At present the DL25 A and B and covering letter should be filed in the ADI office and kept for 1 year.

**In cases where the candidate fails to attend or arrives late or a test is started but not completed, the DL25 should be completed. The DL25A should be filed in the ADI office. The DL25B with a brief note of the circumstances in the remarks space should be forwarded direct to Fleet Register section the same day. It should be noted that candidates who give the required 3 clear days notice of inability to attend are not regarded as FTA's and no reference to the appointment should be made on the journal. In these cases the tests will be re-booked.**

**Note:** Only tests that have been cancelled with less than 24 hours notice should be recorded as an FTA on the daily journal. No facility to record results on the SE 33.

### **7.33 Forfeiture of Fees**

Examiners should not involve themselves in questions of forfeiture of fees. These are the concern of the Registrar and candidates should be advised to write to him when they make enquiries on these subjects.

### **7.34 The Fleet Training Instructional Coaching Ability Test**

The instructional coaching ability test is held at suitable test centres across the country. Not all ADI test centres are used.

### **7.35 Preparation of Documents**

The report forms used for the test are Fleet Reg 26A and B with a piece of carbon paper inserted between them. Prior to the test the relevant headings should be completed (i.e. examiner's name, location, candidate's name, ADI personal reference number or driving licence number, date, and centre).

### **7.36 Reception and Identity Check**

When meeting the candidate, the examiner should introduce themselves with a handshake and then:

- a) Ask to see the appointment letter and normal proof of identity as per all practical tests. A full ADI (Car) Register of Approved Instructor's certificate is also acceptable when an old style licence is produced.
- b) Refer to the note about insurance on the letter of invitation. Ask the candidate to read and complete the declaration on the Fleet Reg 26A.
- c) Ensure that the candidate declaration has been completed correctly. Compare signature with their licence or alternative proof of identity.

**Note:** As with all qualifying exams, no identification no test.

### **7.37 Insurance**

See ADI 1 chapter 3 – 3.03.

### **7.38 Vehicle Requirements**

The candidate is required to provide a suitable category B vehicle for the test. The vehicle must be properly taxed and insured (in the case of a car, it must be a saloon car or hatchback / estate - not a convertible), which is roadworthy and fulfils all legal requirements. It must be capable of the normal performance of vehicles of its type, and be un-laden with an orthodox (i.e. non automatic) transmission system. The vehicle must have right hand steering, a readily adjustable driving seat and a seat for a forward facing front passenger.

### **7.39 Duration of the Coaching Ability Test**

The test of instructional coaching ability will last approximately one hour. Normally the test will start and end at the test centre. The area in which the examiner carries out this test will be dictated by the pen-picture portrayed and the subject matter to be covered. The examiner will need to 'time' manage each module. Flexibility is important. When closing down a module the examiner should ensure that the trainer is not being cut off abruptly.

### **7.40 Objective of the Test**

The objective of the test is to assess the value of the instructional coaching ability that the candidate gives. In order to be able to make a direct assessment, without the intervention of a third party, the examiner himself sits in the driving seat and plays the part of the customer.

### **7.41 Introduction to the Test and Scene Setting**

The examiner will need to give an overview of how the test will be conducted and clearly set the scene of the customer role he intends to role-play. It is suggested a common approach on the lines of what is covered below be used as a template.

“The test will last about 60 minutes. I would like you to assume that I have been sent to you by my company for a driver assessment and development of my driving skills” (Specify the type of driver to be portrayed; for example)

“I drive various types of lease vehicles in my job, covering about twenty thousand miles per year. It may be necessary for me to interrupt you from time to time because we need to move onto the next part of the module. Have you any questions before we commence?”

“The assessment will cover the following modules; a short presentation on occupational road risk; followed by relevant vehicle checks and familiarisation. You should give a risk assessment and profile and give practical coaching as appropriate. At the end of the examination you should give a final risk profile.”

Explanation of how directions are to be given should be on similar lines to the ADI part three examination.

“Don’t worry about the area. I will give you directions and would like you to repeat them back to me as you would do normally when carrying out a driver assessment and development.”

“Your presentation can either be given here in my office or in the car, whichever you prefer.”

“If it is your normal practice to give a demonstration drive I would like you to assume on this occasion that it has been given.” (It will be at the examiner’s discretion as to whether to accept a demonstration or not. The time permitted for a demonstration should not exceed 10 minutes).

“During the assessment there will be suitable places on route to pull me up if you wish to give me guidance. Should you require me to pull up, please ask “Have you any questions before we commence?”

#### **7.42 Remaining in Character as Pupil**

In order for the examiner to ensure the trainer is given the maximum opportunity to demonstrate all the skills necessary, the role-play must be realistic and all simulation consistent with the type of driver that is being portrayed

All risk areas displayed in role should be drawn from examples of poor driving witnessed every day. It would be unrealistic to build into the role-play the one off situations that only happen occasionally and would rarely be seen in drivers presenting themselves for this type of training.

However due to the time allocated to conduct a coaching ability test and in order to assess the required elements it may be necessary to step out of character from time to time. This should only be carried out once the examiner is satisfied they have witnessed sufficient coaching or the lack of it, to make an objective assessment

Another aspect of remaining in character is the need to conceal the fact from the candidate that he is actually teaching a DSA official. During instructional coaching it should not be possible for the candidate’s eyes to light on the examiner’s document case or clipboard; this should be out of sight. When receiving feedback with the vehicle stationary, the examiner should not hold a pen because it is almost a badge of office for an examiner.

**Directions as to route should be given clearly and in plenty of time to enable the candidate to repeat them to his customer in the same way as he would do on a coaching session.**

Finally, it must be stated that at no time should the examiner place the vehicle, his passenger(s) or other road users in jeopardy because of his actions. If necessary, he should use his skill and experience to avoid danger; but a situation should never be allowed to develop to the point that anything approaching emergency action is required. The over-riding consideration in all circumstances must be safety.

#### **7.43 Requirements of the Coaching Ability Test**

Throughout test three, the examiner, acting as the customer will drive and act as appropriate to the instructional coaching given by the candidate, who will be assessed on the method, clarity, adequacy and correctness of his instructional coaching ability, the observation and correction of risks committed by his customer and his training manner generally.

#### **7.44 The Basis for the Instruction Coaching Ability Test**

The content and structure of each scenario should be such that it seeks to identify levels of competence in those skills necessary for the fleet trainer to:

- give a short presentation (eight - ten minutes approx) designed to initially raise awareness of occupational road risk. It should be interactive and contain validation
- involve the customer in an interactive practical vehicle check, which demonstrates knowledge of basic mechanical principles and legal requirements
- demonstrate to the customer all necessary pre start checks and be able to discuss additional safety features such as ABS, traction control and impact protection systems
- assess the customer's driving
- communicate effectively to the customer a risk assessment
- provide and demonstrate appropriate coaching methods that would reduce those risks identified
- communicate a final profile of the customers driving highlighting key strengths and weaknesses where appropriate

#### **7.45 Key Risk Area Topics**

**Attitude and Culture:** The ability to identify any weaknesses in attitude to other road users and be able to demonstrate / discuss the benefits of the considered approach to driving.

**Legal requirements:** Be able to demonstrate a level of understanding of the legal requirements concerning the use of motor vehicles on a road, including Road Traffic Accident procedures.

**Driver / passenger safety:** Have a good understanding and be able to discuss the importance of those issues affecting driver / passenger safety. Including drink / drugs, illness, tiredness etc. Also the advantages and disadvantages of ABS, traction control etc.

**Vehicle safety / sympathy:** Being able to demonstrate / discuss the correct way of loading vehicles and discuss the effects on vehicle handling. Also discuss leaving vehicles properly secured.



**Dealing with aggressive drivers:** Understand and be able to give correct advice on preventing and dealing with inappropriate behaviour by other drivers.

**Environmental effects:** Demonstrate and discuss the benefits of good driving practice on the environment including fuel saving

#### **7.46 Assessment and Marking of Report Form Fleet Reg 26**

This should follow the basic format as covered in chapter 3 - 3.34

The form has two main sections.

The left hand column covers the key risk area topics.

The six subjects below will always form part of the test criteria. They are:-

- risk presentation
- vehicle safety check
- MSM PSL
- use of speed
- separation distance
- other road users

One additional subject will be included from the list below. They are:-

- attitude and culture
- legal requirements
- driver / passenger safety
- vehicle safety / sympathy
- dealing with aggressive drivers
- environmental effects.
- vehicle loading and security

The additional subjects not tested during the examination will be ruled through.

The examiner records an oblique (/) stroke in one of the rating areas of not covered; unsatisfactory; satisfactory for each aspect of the examination.

The boxed area at the bottom of the left-hand side of the form is used to record the result, the examiners name and signature and location. Unlike the ADI (car) examination, no mention is made or recorded of any grading. The overall result is either a pass or a fail.

The right hand column is used to rate; trainer characteristics; instructional coaching techniques and the core competencies using a six-point rating scale.

The **key risk area topics** in column 'A' should be completed before marking column 'B' as per the ADI part three examination.

#### **Column A**

The three columns headed '**not covered, unsatisfactory, satisfactory**' record the trainer's response to the customer's progress, in other words the instructional coaching given on each individual item relevant to the subject heading.

**Not covered** - subject not covered or grossly incorrect or dangerous instructional coaching given.

**Unsatisfactory** - subject attempted, but guidance and/or instructional coaching offered was assessed as incomplete or not fully satisfactory.

**Satisfactory** - subject covered satisfactorily or better.

The overall result awarded will equate to the lowest rating marked in the core competencies section. A rating of three or less in any one of the core competencies will make the overall result a failure. A rating of four or higher in any of the core competencies will result in a pass.

#### **7.47 Instructional Techniques**

**When marking the form the following items should be taken into account:**

##### **Core Competencies**

**Note:** In this section the assessment is of all faults **over the whole session** and **not individual faults**. For example, some explanations may be correct, some incorrect. The rating given depends on the balance of correct to incorrect.

**Faults Identified:** This covers the ability of the trainer to clearly identify all the important risk areas committed by the customer that require development as part of an effective instructional coaching process.

**Fault Analysis:** This covers the ability of the trainer having identified the risks, to accurately formulate a risk profile, which should be prioritised and then communicated to the customer along with their degree or level of importance.

**Remedial Action:** This relates to offering constructive and appropriate coaching/advice to remedy a risk or fault that has been identified and analysed. The risk assessment need not be immediate if this would be inappropriate at the time, but it should be given at the first opportunity. A mark should be awarded on the scale from one to six for each of the subject headings in the right hand column. The following notes should be the basis for the mark.

**Level:** This must be matched to the ability and experience of the customer. The trainer needs to establish their level of ability at the start and continue to do so throughout the examination.

**Planning / Control:** Having assessed risks and prioritised them, objectives should be defined and explained to the customer. This aspect also covers the planned and actual sequence of instructional coaching activity together with the appropriateness and effectiveness of teaching methods used taking due account of the objectives and progress of the customer. The trainer should retain control of the session at all times. It will include the overall control of the session and the interaction processes within it. The allocation of time between training activities and methods used such as the distribution between theory and practice will also be assessed under this aspect.

**Communication:** Is concerned with customer's understanding of instructional coaching, appropriateness of language, use of jargon (with or without explanation). Includes the ability to adapt and to use language and terminology likely to be familiar to the particular customer and not to overload them with over-technical and complex explanations.

**Question and Answer Technique:** At appropriate points during the lesson the trainer should ask questions that contribute towards realising the objectives of the session. Ideally the questions should be simply worded, well defined, reasonable and relevant. There is a need for questions that are thought provoking and challenging as well as ones that simply test a client's memory. In addition the trainer should encourage the customer to ask questions at appropriate times.

**Feedback:** This relates to the trainers response to the customer's questions, answers and performance. Praise, confirmation, reinforcement for effort / progress / achievement. Correction / information when errors / faults occur. Encouraging the customer is part of any teaching skill. They need to know when they have done something well. This aspect is also used to rate the final risk profile towards the end of the instructional coaching ability examination. It should include mention of what a customer may be able to do to encourage self development after the session.

**Trainer's Use of Controls:** The controls should only be used when necessary and the customer should be told when and why they have been used. In certain circumstances the controls may be used as an effective teaching aid as part of demonstration.

**Attitude and Approach:** This aspect should be dealt with as an overall assessment of the trainer's characteristics and is concerned with the skills used to create a relaxed, but supportive learning environment. It is not to be used as a measure of the personality characteristics of the trainer, but as a measure of how effective they are in establishing and maintaining rapport and creating the right atmosphere for learning to take place. They should have a relaxed manner and be outgoing but not over-familiar. They should be self confident and capable of transmitting confidence to the customer in a patient and tactful manner. Any unnecessary physical contact with the customer will be reflected in the marking.

#### **7.48 Criteria for Pass or Failure**

6. Overall performance to a very high standard with no significant instructional coaching weaknesses.
5. A good overall standard of development with some minor weakness in instructional coaching technique.
4. A competent overall performance with some minor deficiencies in instructional coaching technique.
3. An inadequate overall performance with some deficiencies in instructional coaching technique.
2. A poor overall performance with numerous deficiencies in instructional coaching technique.
1. Overall standard of instructional coaching extremely poor or dangerous.

The minimum level for a pass being a box four in each of the three core competencies.

The result should be recorded by deleting the word pass or fail as appropriate so that the result awarded has **not** been lined through.

## **7.49 Completion of Test Documents**

### **Instructional Coaching Ability Pass**

After completing form Fleet Reg 26A and B complete form Fleet 12 in duplicate making sure that the personal reference number or driving licence number is entered in the appropriate space.

### **Instructional Coaching Ability Failure**

After completing form Fleet Reg 26A and B complete form Fleet 10 in duplicate.

### **Disposal of Test Documents**

After completion the documents for test three should be disposed of as follows **(making a thorough check of all documents):** -

**Pass** - The top copies of forms Fleet 12 and Fleet Reg 26A should be given to the candidate after the de-brief. Also remember to return the invitation letter. The examiner's copies of forms Fleet Reg 26B and Fleet 12 should be stapled at the top left hand corner with Fleet 12 on top and filed in the DTAM's office. These papers should be kept for two years and then disposed of securely.

**Failure** - The top copies of forms Fleet 10 and Fleet Reg 26A should be given to the candidate after the de-brief. Also remember to return the invitation letter. The examiner's copies of forms Fleet Reg 26B and Fleet 10 should be stapled at the top left corner with ADI 10 on top and filed in the SE (ADI)'s office. These papers should be kept for two year and then disposed of securely.

**Note:** The test results must be recorded on the daily Journal before posting / emailing to the Fleet Driver Trainer Register Manager at DSA HQ, Nottingham at the end of the working day

### **Examiners will have their paperwork periodically audited by ACDEs**

In the event that the de-brief is not carried out, the candidate's copies of the documents should be disposed of as follows: -

**Pass** - The candidate's copies of forms Fleet 12, Fleet Reg 26A and invitation letter should be inserted in a window envelope and posted to the ADI by first class post. The examiner's copies of forms should be disposed of as detailed above.

**Failure** - The candidate's copies of forms Fleet 10, Fleet Reg 26A and invitation letter should be inserted in a window envelope and posted to the PDI by first class post. The examiner's copies of forms should be disposed of as detailed above.

**Note:** The markings on the front of the Fleet Reg 26A and B and the completion of the pass / fail letter **must** be completed before the de-brief is carried out, but the report should be written in the space provided on the back of the form after the de-brief.

## **7.50 De-Brief**

When you return to the candidate, take the form with you and announce the result. Use the completed Fleet Reg 26A for reference when carrying out the de-brief. It is important to make it clear to the candidate that the de-brief is only an overview and that the candidate should refer to their trainer / tutor for further guidance.

### 7.51 Overall Assessment Mark

It is essential that the individual assessments appended for the examination on the Fleet Reg 26A reflect the overall result given.

The main points to remember with the de-brief are:

- The de-brief **must** take place in private. Discretion **must** be used when choosing a place to discuss the test with the candidate. The conversation should not be capable of being overheard by other people including the driving examiners.

The examiner cannot take the role of a fleet trainer / tutor.

- You should not suggest how the candidate might develop their skills or offer guidance on training methods.

Your role is to give an overview of the candidate's performance, nothing more. As a guide:

- Give a broad overview
- Do not attempt to 'put the candidate right'
- Do not try to explain instructional coaching techniques
- Concentrate on the faults
- Use the left column then the right column and finally the core competencies as a guide
- Make full use of your counselling skills. Be aware of any 'body language' which may give an indication as to how the candidate is reacting to your de-brief and be prepared to vary your approach.
- With the consent of the candidate, trainers / tutors may accompany their trainees on test. (Refer to Data Protection Act - chapter 12).

### 7.52 The Test of Continued Ability to Give Instructional Coaching

These instructions should be read in conjunction with chapter 4 of the ADI 1

An ADI who is a current member of the fleet trainer register will need to demonstrate a continued ability to give instructional coaching. They will not therefore be called for a normal check test. Successful completion of the fleet check test will satisfy the test of continued ability to give instruction for the Register of Approved Driving Instructors (car).

A fleet trainer who demonstrates a consistently poor standard of instructional coaching ability will have their name removed from the fleet trainer register and therefore will also lose their normal ADI (car) status.

The examiner will need to see the fleet trainer at work, giving instructional coaching to a customer. Alternatively they may elect to take a fleet role-play check of instructional coaching ability.

In both cases the standard to be applied in assessing the trainer's performance is equivalent to that used in test three of the practical coaching ability test for entry to the fleet trainer register.

### 7.53 Role Play Check Test

There will be occasions when for genuine reasons the trainer cannot provide a customer for the purposes of the fleet trainer check test. On these occasions the examiner (ADI) can act as the customer and carry out a fleet trainer role-play check test.

The check test journal should be checked for role-play check test requests. The examiner (ADI) should contact the trainer and give them an idea of the scene set and the type of driver they will be developing. No mention of the faults should be made.

Prior to the commencement of the check test, the fleet trainer must sign the declaration stating that the vehicle to be used is covered by a valid policy of insurance, which satisfies the requirements of the relevant legislation. The CT26 should be used and a note made in the remarks box that a role-play check test was conducted.

Just as in the case of a normal check test the 'role-play' session should last about one hour. The examiner (ADI) should explain the pre set scenario on similar lines to the coaching ability examination. It is usual for the trainer to choose a suitable route as the check test will normally be undertaken within their home location at the nearest DSA driving test Centre.

The examiner (ADI) should choose from the following list that is similar to the entrance examination and listed as below:

The six subjects below will always form part of the test criteria. They are:-

- risk presentation
- vehicle safety check
- MSM PSL
- use of speed
- separation distance
- other road users

One additional subject will be included from the list below. They are:-

- attitude and culture
- legal requirements
- driver / passenger safety
- vehicle safety / sympathy
- dealing with aggressive drivers
- environmental effects.

The additional subjects not assessed will be ruled through on returning to the test centre. The assessment and marking of the form CT26 should be done in-line with the ADI part three test.

A role-play fleet check test is not acceptable for a third time visit.

#### **7.54 Duration; Completion; Check Test Result and De-Brief**

The duration, completion of documents and conclusion follow on similar lines as per ADI 1 chapter 4 - 4.04: chapter 4.

#### **7.55 Documentation and Returns**

Any unsatisfactory result will need to be confirmed in writing following the usual sub standard procedure as per chapter 4 - 4.17 and 18.

Results will be faxed to the Area booking clerk as per chapter 4 - 4.19.

For additional information please refer to annex 'A' chapter 4-ADI40 'check test' (ADI notes for guidance) which are sent to all ADI's.

## **Chapter 8**

### **Communication and General Management**

#### **8.01 Answer Machines**

Examiners must check their answering machine daily and respond to any messages left.

#### **8.02 Email**

It is also important that examiners log on to receive their emails daily. They should also log onto 'Dashboard' to check for any updates to the ADI 1 and procedure. Where an update to the ADI 1 has been made available it should be printed off and circulated to all staff connected with ADI testing.

## **Chapter 9**

### **The Voluntary Register of LGV Instructors**

#### **9.01 Introduction**

The Driving Standards Agency (DSA) launched the Voluntary Register of LGV Instructors on 1 April 1997.

The Register was developed by DSA in close conjunction with the Freight Transport Association, the Road Haulage Association, the Road Haulage and Distribution Training Council, the National Training Federation, the Institute of LGV Driving Instructors, the Association of Vocational Driver Training Providers, and Road Transport Industry Training Board Ltd.

**The aim of the scheme is to reduce accidents involving Large Goods Vehicles by raising the standard of training for lorry drivers. Testing is carried out by DSA examiners, who have LGV experience in all categories of vehicles and who are already qualified to monitor the standards of instruction provided by any of the instructors on the Register of Approved Driving Instructors (car).**

The Register is open to anyone holding a full category C1 (medium sized goods vehicles), C1+E (medium sized goods vehicle with trailer), C (rigid large goods vehicles) or full category C+E (articulated large goods vehicles or large goods vehicle/trailer combination) UK or European Union (EU), European Economic Area (EEA) unrestricted manual or automatic driving licence (see note below\*).

Instructors who have qualified in category C+E are also registered to instruct in category C, C1 & C1+E. Instructors who qualify in category C are also registered to instruct in category C1 only. Instructors who qualify in an automatic vehicle will only be registered to instruct in automatic vehicles.

A PDI must

- Not have been disqualified from driving at any time in the four years prior to entering the Register.
- Must be a fit and proper person to have their name entered in the Register. All convictions, including motoring offences, still in force (i.e.: not 'spent' under the Rehabilitation of Offenders Act 1974) will be taken into account when their initial application is considered.

#### **9.02 Entry Examination Content**

The examination consists of a:

1. multiple choice theory test paper and hazard perception test
2. practical test of driving ability
3. practical test of instructional ability.

All 3 parts of the exam must be taken in the above order and passed within a one-year period. The one-year period starts from the date of the first attempt at the theory test. A candidate not being able to complete the process within that time must start again from the beginning and pass each part to qualify to join the Register.



There is a maximum of three attempts at each part of the entrance examinations. Should a candidate be unsuccessful on the third attempt at any stage they must wait until the end of the one-year period before being eligible to start the qualifying process again. Another application form and fee for the theory test will need to be submitted to the LGV Voluntary Register Section before starting again.

### 9.03 About the Theory Test

The theory test is held at several centres across the country. The test calls for a high standard of knowledge. There are two parts to this test - a multiple choice element and a hazard perception element.

### 9.04 Multiple Choice Element

The multiple choice element is a touch screen computer based test. There are 100 questions with a choice of three or more answers to each the questions are on the following topic areas and grouped into ten subject groups, which, in turn, have been Banded into 4 main areas:-

Band 1 - Road procedure / driving technique

Band 2 - Instructional techniques

Band 3 - Mechanics / vehicle condition / driver's hours and rest periods / loading, unloading and load security

Band 4 - Driving test / environmental issues / accident handling

### 9.05 Hazard Perception Element

The hazard perception part of the test will contain 14 film clips and 15 score-able hazards. In one of the film clips there will be two score able hazards that need to be responded to. The pass mark for this element is 57 out of 75

### 9.06 Pass Mark

To pass the theory test a candidate must pass both elements at the same time. The overall pass mark for the **multiple choice element** of the theory test is 85%. However, a candidate must reach a minimum mark of 80% in each of the 4 main areas given above. It is therefore possible to score an overall mark of 85% or higher but still fail the test because of not gaining the minimum of 80% in any one or more of the 4 groups.

### 9.07 Practical Tests of Driving and Instructional Ability

These tests may be arranged to be taken in a variety of ways. The options are listed below:-

**Singular:** Where the fee for each test is sent individually (bearing in mind the qualification period). Where the fee for both the test of driving ability and the test of instructional ability is sent and the tests are booked to take place straight after each other. However, if the candidate fails the test of driving ability, **the test of instructional ability will not proceed and the fee will be forfeit**. It will not be possible to use that period to retake the test of driving ability.

**Progressive tests** are where the fees for both the test of driving ability and the test of instructional ability are sent, but the tests are booked to take place on different days with an interval of at least one calendar day. This option enables the candidate to re-attempt

the test of driving ability in place of the reserved test of instructional ability if unsuccessful with the previous attempt.

### **9.08 The Practical Driving Test**

These notes deal with the procedure for arranging and conducting the practical part of the qualifying examination comprising tests of driving technique and instructional ability. A candidate must pass test two before taking test three.

These tests are held at operationally suitable LGV driving test centres across the country. Not all LGV driving tests centres are used; as they do not all meet these criteria.

An electronic journal is raised for the day's work, which records the examiner's name, location and examination date. Details of the candidate should include the name, personal reference number, the date when the written exam was successfully completed, and the type of test to be conducted. For test two the code DT will be used, and the number of previous attempts recorded. For test three the code IT will be shown along with the number of previous attempts and their PST details. The booking clerk will notify the candidate of the appointment using the appropriate appointment letter.

Once the confirmation has been made the booking clerk will email the journal and copy of the candidate's application form for signature checks etc to the examiner. The results on completion of the tests should be entered on the electronic journal and returned to @LGV and the results will be actioned accordingly an HQ.

Examiners should be in regular contact with the LGV Vol Register Booking Centre (DSA / HQ) to ensure that sufficient resource is available to meet demand for practical tests.

The booking clerk must ensure that no appointment is made for a date that is more than one year after the candidate's first attempt at the written part (except where the application was received before the expiry of the one year period) and also that no more than two previous attempts at the test have been made during the current one year period. Should the examiner become aware that these procedures have not been followed, he should contact the LGV Vol Register section / DSA as soon as possible.

### **9.09 Condition of Vehicle - Test Two**

The candidate must provide a vehicle for the test, which is roadworthy and fulfils all legal requirements. It must be a category C1, C1+E, C or C+E vehicle (depending on the qualification requirement) suitable for the test meeting the minimum test vehicle requirement for the statutory driving test.

- It must be capable of the normal performance of vehicles of its type, and be unladen.
- The vehicle must have right hand steering, a driver's seat and a seat for a forward facing passenger.
- 'L' plates should not be displayed on the vehicle.

If, in the opinion of the examiner, the vehicle provided does not comply with the above requirements or with any legal requirement relating to the use of vehicles on the road (this includes displaying a current road fund licence), the examiner should explain to the candidate that he will not be able to conduct the test and should report the circumstances to LGV Voluntary Register Branch on an ADI 22 the same day.

Candidates who protest should be listened to with some show of sympathy and told to forward their objections to LGV Voluntary Register Manager. Undue discussion must be avoided. Although a vehicle used for the test may initially appear to be satisfactory, it may become apparent at a later stage that it is not in proper condition as to the operation of the controls, or in other ways.

In this event the examiner should explain the situation (on the lines already indicated) and terminate the test. The DL25 (driving test report) will need to be annotated with appropriate code 13 by using an oblique stroke /. Upon completion of the test the DL25A/B should be retained in the DTAM office for one year.

The DL25C/D should be given to the candidate as normal. Any enquiry about loss of fee should be referred to LGV Vol Register Manager and an ADI 22 should be submitted with details or reasons why the test was not completed.

### **9.10 Road Fund Licence**

Any vehicle presented for test without a current tax disc, but proof that it has been applied for is presented on official DVLA headed paper, should be taken on test. Examiners will need to ensure that the document issuing date has not gone beyond four weeks and that the vehicle registration mark is the same as that on the vehicle presented for test.

**In the event of mechanical failure or other defect that renders the vehicle unsafe, the examiner must not continue to ride in it in order to complete a test, or to reach the driving test centre.**

### **9.11 Preparation of Documents for the Driving Ability Test**

Before the time of the appointment the examiner should prepare a form DL25 for tests two. All entries should be in print and clearly written.

Before the test, enter the candidate's details. Insert the candidate's title, i.e. Mr, Mrs, Miss, Ms or other title, followed by all known initials and then the surname, within the boxed area.

In the appropriate boxes insert the numerical part of the driver number (middle six numbers) followed by the date and time of test.

Complete the DTC code / authority box and staff reference number.

Examiner name to be printed within the examiner box

Insert the category of vehicle e.g. C; C1: C1+E; C+E followed by code "12" in the appropriate boxes for LGV Vol Register driving ability test.

Examiners conducting practical tests at a centre other than their permanent centre will need to be recorded as a "visitor".

Vehicle. Later (when known) insert the registration number.

Dual controls/ training school vehicle and LGV Vol Reg licence details etc to be completed in the respective boxes as appropriate.

**NB:** Full details on current completion of the DL25 can be found in the DT1.

### **9.12 Reception and Identity Check**

This should follow the format similar for the ADI driving ability test with self-introduction and handshake. The candidate will be required to produce their current driving licence and photo identification etc before the test commences.

### **9.13 Duration and Content of the Practical Test**

The time allocated for a practical test of driving ability will be one and a half hours. The on road element should be of a minimum duration of 55 minutes. The route over which the test will be conducted will be similar to, but more demanding than the route used for a practical LGV driving test. The test will include all the elements of the practical LGV test. It is not just a slightly more difficult LGV test. It is of an advanced nature and a very high standard of competence is required. Candidates must show that they have a thorough knowledge of the principles of good driving and road safety, and that they can apply them in practice.

In particular, candidates must satisfy the examiner that they are able to deal safely with any of the following subjects:

**NB:** 'Show me tell me' is not part of this Voluntary Register process.

1. Special exercises carried out on the test area at the driving test centre
2. The ability to move off smoothly both uphill and downhill, in addition to moving off normally ahead and at an angle,
3. The ability to:
  - a) meet other vehicles
  - b) overtake
  - c) cross the path of other vehicles
  - d) keep a safe separation distance
  - e) negotiate various types of roundabouts
  - f) exercise correct lane discipline
4. Display courtesy and consideration to other road users, especially
  - a) pedestrians
  - b) riders on horseback
  - c) cyclists
  - d) motorcyclists
5. Apply correct procedures at
  - a) pedestrian crossings
  - b) level crossings (both railway and tramway, where appropriate)
  - c) traffic signals
  - d) road junctions
6. Demonstrate
  - a) effective use of all mirrors
  - b) correct use of all signals
  - c) alertness and anticipation
    - observance of speed limits
    - vehicle sympathy

- at the end of the test an uncoupling / re-coupling exercise, (C1+E & C+E)
- ii) A drive, including a wide variety of road and traffic conditions on a route which will take in roads carrying two-way traffic and, where possible, dual carriageways, motorways and one-way systems,

Candidates will **pass** the driving ability test if they commit six or fewer driving faults, recorded as (/) on the marking sheet.

Candidates will **fail** the test if they commit a serious fault (S), a dangerous fault (D) or seven or more driving faults.

### 9.14 Instructions to Candidates and Standard Wordings

The candidate should be offered an overview of the content of the test. The suggested content for the introduction should be covered on similar lines to:-

“The test will last approximately 60 minutes. We will cover the same aspects as required for licence acquisition but no safety questions will be asked. The test will include a reversing exercise and a braking exercise on the area followed by a general drive on the open road (for C1+E & C+E add). You will also be asked to uncouple and re-couple the trailer from the towing unit.

“Throughout the drive continue on the road ahead unless traffic signs or road markings direct you otherwise. If I wish you to turn right or left I will tell you in good time. Drive as you would do normally but remember a high standard of competence is expected”.

Refer to and use general guidance and instructions as for the ADI (car) test to suit as applicable.

### 9.15 Report Form DL25A and B

Examiners will use form DL25 for the purpose of recording faults in test two. It is essential that the **actual form used on the test** be filed with the other relevant documents.

The report form should be completed as per guidelines covered in the ADI 1

Faults will be marked in the same way as for all practical tests as per ADI 1

### 9.16 Fault Marking on DL25

- controlled stop inadequate braking, slow reaction or lack of control
- incorrect use of controls to include lack of reasonable accuracy when reversing into an opening to the left
- lack of effective observation during this reversing exercise
- uncouple / re-couple
- failure to take proper precautions before starting the engine
- uncontrolled or harsh use of the accelerator
- uncontrolled use of clutch
- failure to engage the gear appropriate to the road and traffic conditions or for junctions. Coasting in neutral or with the clutch pedal depressed. Not changing gear or selecting neutral when necessary
- late and / or harsh use of footbrake

- not applying or releasing the parking brake when necessary
- erratic steering, overshooting the correct turning point when turning right or left, hitting the kerb when turning left. Incorrect positioning of hands on the steering wheel or both hands off the steering wheel
- failure to take effective precautions before moving away
- inability to move off smoothly; straight ahead, at an angle, or on a gradient
- failure to make effective use of the mirrors before signalling
- failure to make effective use of the mirrors before changing direction
- failure to make effective use of the mirrors before changing speed
- omitting a necessary signal
- signal not in accordance with the Highway Code. Failure to cancel direction indicator. Beckoning pedestrians to cross
- incorrect timing of signal - too early so as to confuse other road users or too late to be of value
- passing too close to stationary vehicles / obstructions
- failure to comply with "**stop**" signs, including "**stop children**" sign carried by school crossing patrol
- failure to comply with directional signs or "**no entry**" signs
- failure to comply with road markings e.g. double white lines, box junctions
- failure to comply with traffic lights (not pedestrian crossings)
- failure to comply with signals given by a police officer, traffic warden, or other persons authorised to direct traffic
- failure to take appropriate action on signals given by other road users
- driving too fast for the prevailing road and traffic conditions
- keep distance - following too closely behind the vehicle in front
- driving too slowly for the prevailing road and traffic conditions
- unduly hesitant
- approaching junctions either too fast or too slow
- not taking effective observations before emerging at junctions / emerging at junctions without due regard for approaching traffic
- incorrect positioning before turning right
- positioning too far from the kerb before turning left
- cutting right hand corners
- overtaking or attempting to overtake other vehicles unsafely
- not showing due regard for approaching traffic
- turning right in a safe manner when involving traffic approaching from the opposite direction
- incorrect positioning of the vehicle during normal driving
- failure to exercise proper lane discipline
- failure to give precedence to pedestrians on a pedestrian crossing. Non compliance with traffic lights at a pedestrian crossing
- normal stop not made in safe position
- not anticipating the action of other road users. This includes actions of cyclists, drivers and pedestrians (Including inconveniencing pedestrians actually crossing the road at a junction whether or not controlled by lights)
- not making use of ancillary controls when relevant to prevailing conditions
- from the 10 September 2008 the LGV Vol Register part two test will come into line with all other categories of test. Therefore the eco-safe driving assessment will **not** influence the overall result. The content, assessment and recording of faults within the headings already on the DL25 have not changed. Any fault

committed that is assessed as worthy of being recorded should still be marked under the appropriate heading. The eco-safe driving assessment will be based on the overall performance throughout the test.

### **9.17 Assessment and Recording of Faults**

Faults should be assessed as they occur in the course of the test and recorded at the earliest, safe opportunity. Faults should be recorded on the DL25 using the same guidelines as per the ADI 1 for part two tests.

### **9.18 Marking Standard**

**A pass** should be recorded when a candidate incurs not more than 6 driving faults, which does not include a serious or dangerous fault.

**A failure** should be recorded against a candidate who incurs seven or more driving faults, or a serious fault; or a dangerous fault.

### **9.19 DL25**

The completion of the DL25 should be as per guidance in the ADI 1.

The details required on the back of the form will be entered in the office, after the test. If the result is a fail all faults must be written up. If any unusual circumstance occurs during the test an ADI 22 along with a note on the DL25B should be completed. ADI 22 should be forwarded at the end of the day to your area ACDE with a copy to the fleet booking manager.

### **9.20 Weather Conditions**

Recorded by an oblique stroke (/) against the appropriate description. Should the description not reflect the weather etc. mark box 11 and insert an accurate description to suit.

### **9.21 Vehicle Details**

The relevant boxes on the reverse of the DL25B should include vehicle length, height, width, maximum authorised mass and the rigid, artic or draw bar boxes should also be completed as appropriate to identify the vehicle used on test.

### **9.22 Candidate**

The examiner should give a brief description of the candidate, in such terms as to recall the latter to mind should the need arise later. This information should concentrate on points such as irregularity of features, colour of hair, distinguishing marks such as freckles, etc. Description of clothing worn is of little use in the case of suspected impersonation. A typical description would thus be: "age about 30 years, approx. 5'10" tall, long narrow nose, small scar just below left eye". The description, though brief, should be sufficient for an investigating officer to be reasonably certain that the person who took the test was either genuine or not. The reference to age should be your assessment. (Follow similar guidelines as per ADI 1 Part two tests)

The type of licence / identity produced should be recorded using the appropriate code.

### **9.23 Driver Identification Code**

Insert the code to describe the identification provided.

<b>PC</b>	-	Photo card driving licence
<b>PP</b>	-	Passport
<b>SP</b>	-	Signed photo

### 9.24 Remarks

The 'remarks' space should be used to record details of performance, for example: -

- any unusual behaviour or comment by a candidate during test two
- the name of any third party present during the conduct of the test or de-brief at the end

Any other special feature of the test. Plain language **with no abbreviations** should be used for all notes under 'remarks'.

For failed tests information should also include:-

- The amplification, where necessary, of any fault already recorded in a panel on the front of the form.

All entries on the DL25 should be in black ink, and made as neatly as possible.

### 9.25 Announcement of Results - Test Two

Carried out as advised in chapter 2 of ADI 1

### 9.26 Completion of Test Documents - Test Two

**Pass** - After completing the back of the DL25B the examiner should complete form LGV11 and retain a clear carbon copy.

**Failure** - after completing the back of the DL25B the examiner should complete form LGV10 D, again retaining a clear carbon copy.

### 9.27 Disposal of Test Documents - Test Two

After completion of the relevant documents in the office the examiner **must make a thorough check before handing them to the candidate or posting them**. When posting documents to the candidate they should **always** be sent by first class post **the same day**. Details of the date of posting should be recorded near the 'date' box on the letter of confirmation

**Pass** - Form LGV 11 and the DL25C and D should be handed to the candidate or posted using the appropriate window envelope. Return the letter of invitation. The LGV 11 copy, DL25A and B and application form should be stapled together at the top left corner with the LGV 11 on top.

**Failure** - Forms LGV 10D, DL25C and D and their letter of invitation should be handed to the candidate or posted using the appropriate window envelope. Forms LGV 10 D copy, DL25A and B and the application form should be stapled at the top left corner with the LGV 10D on top.

**Note:** Please note that the journal with the appropriate result should be emailed to @LGV at the end of the day.

At present the DL25A and B should be filed in the ADI office and kept for 1 year.

**In cases where the candidate fails to attend or arrives late or a test is started but not completed, the DL25 should be completed. The DL25A should be filed in the ADI office. The DL25B with a brief note of the circumstances in the remarks space should be forwarded direct to LGV Vol Register section the same day. It should be noted that candidates who give the required ten clear days notice of**



**inability to attend are not regarded as FTA's and no reference to the appointment should be made on the journal. In these cases the tests will be re-booked.**

**Note:** Only tests that have been cancelled with less than 24 hours notice should be recorded as an FTA on the daily journal.

### **9.28 Forfeiture of Fess**

Examiners should not involve themselves in questions of forfeiture of fees. These are the concern of the Registrar and candidates should be advised to write to him when they make enquiries on these subjects.

### **9.29 Persons Accompanying the Test**

The examiner's supervisor may accompany the examiner on the test to monitor the examiner's performance.

**The examiner's supervisor or the trainer can only accompany the test if the vehicle is suitable i.e. has either a standard fitted third seat or a third seat which must be fitted in accordance with Construction and Use Regulations. The seat must be ergonomically sound with sufficient suspension and/or padding, offer the best possible visibility and ensure the health and safety of the occupant. Third seat and seatbelt mountings must be firmly bolted to major structural or load-bearing parts of the chassis or frame and not fixed to panels, cab walls, engine covers, floors or other bodywork.**

The candidate's trainer may also accompany the test, subject to suitable seating and if the candidate agrees.

### **9.30 Possible Hazards**

**Reduced Visibility:** The occupants of all third seats, whether standard or non-standard fits, generally suffer a lack of visibility to each side and into exterior mirrors. Good visibility is vitally important as any reduced visibility could have safety implications.

**Poor Posture:** Occupants of non-standard seats should not be required to adopt uncomfortable sitting positions. Third seats should not be mounted higher than driver and passenger seats, causing reduced headroom and the occupant to bend forward. Third seats should not have a lack of legroom and should not cause legs to be stretched out or drawn up uncomfortably close to the body. Apart from the discomfort caused by such seats, which may lead to a loss of concentration, any accident is more likely to injure anyone sitting in an awkward position.

**Seat Security:** Non-standard third seats must be securely fixed to load-bearing members in cabs and may not merely be bolted to thin floors or engine covers. During accidents or violent manoeuvres such seats may become detached, with dangerous consequences for their occupants or others in cabs.

**Whole-Body Vibration:** Non-standard third seats should not be of a lower quality than driver and passenger seats, lacking padding or suspension. This could increase occupants' whole-body vibration, and possibly lead to long-term muscular-skeletal disorders, or make any predisposition to such medical problems worse. Inadequate seat mountings as described above would also make any whole-body vibration worse.

An examiner should normally conduct a part two test in the left hand passenger seat.

### **9.31 Test of Instructional Ability (Part Three)**

The instructional test is also held at operationally suitable LGV driving test centres across the country. Not all LGV driving test centres are used; as they do not all meet these criteria.

### **9.32 Preparation of Documents**

The report forms used for the test are LGV Vol REG 26A and B. Prior to the test the relevant headings should be completed (i.e. examiner's name, location, candidate's name, ADI personal reference number, date, and centre).

### **9.33 Reception and Identity Check**

When meeting the candidate, the examiner should introduce themselves with a handshake and then:

- a) ask to see the appointment letter and normal proof of identity. A full ADI (car) Register of Approved Driving Instructor's certificate is also acceptable
- b) refer to the note about insurance on the letter of invitation. Ask the candidate to read and complete the declaration on the LGV Vol REG 26A
- c) ensure that the candidate declaration has been completed correctly. Compare signature with their licence or alternative proof of identity
- d) ask if L plates are available or fitted to the vehicle

**Note: As with all qualifying exams, no identification no test.**

### **9.34 Insurance**

As per guidance in ADI 1.

### **9.35 Vehicle Requirements**

The candidate is required to provide a suitable LGV category of vehicle which is roadworthy and fulfils all legal requirements. It must be capable of the normal performance of vehicles of its type, and be un-laden with an orthodox gear box and transmission or an LGV with an automatic transmission system. The vehicle must have right hand steering, a readily adjustable driving seat and a seat for a forward facing front passenger.

**'L' plates should be displayed on the vehicle.**

### **9.36 Duration of the Instructional Ability Test**

The test of instructional ability will last approximately one hour. Normally the test will start and end at the LGV test centre. The area in which the examiner carries out this test will be dictated by the pen-picture portrayed and the subject matter to be covered.

### **9.37 Objective of the Test**

The objective of the test is to assess the value of the instructional ability that the candidate gives. In order to be able to make a direct assessment, without the intervention of a third party, the examiner himself sits in the driving seat and plays the part of the pupil. The area in which the examiner carries out this test is dictated by time and type of exercise and with the exception of exercise one there is no reason why each exercise should not start in the vicinity of the office.

### **9.38 Introduction to the Test and Scene Setting**

The examiner will need to give an overview of how the test will be conducted and clearly set the scene of the pupil role he intends to role-play. It is suggested a common approach

on similar lines of what is covered for the beginning of an ADI part three examination be used and adjusted accordingly as below.

This is the test of your ability as an instructor.....

“Don’t worry about the area. I will give you directions and I would like you to repeat them back to me as you would do normally when carrying out a driver training session.”

I would like you to assume that we have not met before and you are filling in for my regular instructor. ...

The examiner will adopt the role of a pupil who is:

- i) Learning to drive a category C1 or C LGV, or
- ii) Learning to drive a category C1+E or C+E LGV, or
- iii) Requiring remedial tuition, having failed an LGV test (C1, C1+E, C or C+E) and state the content of the examination.

“During the examination there will be suitable places on route to pull me up if you wish to give me guidance. Should you require me to pull up, please ask. “Have you any questions before we begin?”

### **9.39 Remaining in Character as Pupil**

Role-play must be realistic and all simulation consistent with the type of driver that is being portrayed and linked to the PST subject matter. The examiner should follow the guidelines as covered for ADI part three examinations.

**Directions as to route should be given clearly and in plenty of time to enable the candidate to repeat them to his customer in the same way as he would do on a coaching session.**

Finally, it must be stated that at no time should an examiner place the vehicle, any passenger(s) or other road users in jeopardy because of their actions. If necessary, they should use their skill and experience to avoid danger; but a situation should never be allowed to develop to the point that anything approaching emergency action is required. The over-riding consideration in all circumstances must be safety.

### **9.40 Beginner, Partly-Trained and Trained Pupils (BPT)**

For the sake of simplicity, the stages of driving progress assumed by the examiner in the course of test 3 are described as ‘beginner’ (B), ‘partly-trained’ (P), and ‘trained’ (T). Examples showing the meaning of these terms are given in the following phrases, and examiners should use them as a basis for setting the scene before each of the two exercises so that the PDI knows the background of the pupil he is teaching: -

**Beginner Exercise 1** - The examiner should explain that they are, as a pupil, never sat in the driving seat of an LGV before.

**Partly Trained** - The examiner should explain that, as a pupil, they have had some tuition with another instructor and that they are at the partly trained stage. The number of hours tuition already received should not normally be quoted. If asked by the PDI to state the

number of lessons, the 'pupil' should say they cannot remember exactly how many and should quote an approximate number.

**Trained** - The examiner should explain that, as a pupil, they are at the trained stage and about to take the driving test or has taken a test and been unsuccessful. Precise experience and source of tuition is at the examiner's discretion. The number of lessons should **not** be stated unless asked by the PDI, in which case a rough figure may be quoted.

The examiner will explain the exercise to be used as the basis of the lesson, choosing one exercise from the nine pre-set exercises below:

**Exercise 1** - Safety precautions on entering the vehicle; the location, function and use of the controls followed by moving away and stopping;

The examiner should introduce the exercise by saying: - "I should like you to assume that I have not driven this category of vehicle before, and instruct me on the safety aspects on entering the vehicle for the first time. You should then explain the location, function and use of the important controls, and then instruct me in moving off and stopping"

The PDI should be able to explain the following items: - Precautions on entering cab – cab locking mechanism secure, doors secured, seat and relevant adjustments to include head restraint adjusted, correct fitting (and release) of seat belt and adjustment of mirrors as fitted to the vehicle. Important controls - accelerator, clutch footbrake, handbrake, (to include air gauge tanks and secondary brake position etc gears, steering adjustments and direction indicators. Precautions before starting the engine and starting procedure should be explained. If time permits, the PDI should also deal with the precautions to be taken before moving away, the correct use of controls in moving away, and the procedure for stopping normally. The order in which he explains the controls will indicate his skill in imparting knowledge in a sequence that is both logical and easy to remember.

The PDI may be asked simple questions about matters that he had already mentioned, but should not be prompted to mention particular items at this stage of the test. (Simple questions are those of an elementary or superficial nature which a person with little or no knowledge of LGV driving might reasonably be expected to ask). Care should be taken to avoid any questions that might appear to be aimed at testing a PDI's mechanical knowledge as distinct from the background that he should have in order to give proper instruction.

A PDI who has concluded his explanation of the controls whilst the lorry is stationary should, if time permits, be allowed to get the 'pupil' moving, i.e. starting engine, moving away, stopping etc.

**Normal stops:** The PDI should deal with the manoeuvre both from technical and safety aspects. The safety aspects should cover the selection of a safe and convenient place for the stops and the sequence of mirrors - signal - manoeuvre.

**Exercise 2.** - Traffic signs, signals and road markings / braking exercise

The examiner should introduce the exercise by saying: - "I should like you give me some practical instruction in recognition of signs, signals and road markings, and how to act

upon them. You should then instruct me in how to carry out the braking exercise, which will form part of my driving test”.

A two part examination where the traffic signs, road markings etc. be carried out on road and tested accordingly then approximately half way through the examination the examiner should direct the PDI back to the testing station so that the braking area is used to teach the braking exercise in preparation for the LGV driving test.

### **Exercise 3 – Reversing and gear change exercise**

The examiner should introduce the exercise by saying:- “I should like you to instruct me in how to carry out the gear change exercise then instruct me in reversing this vehicle, assuming that I have (describe level of ability / previous lessons) and I should like you to teach me to (describe exercise, i.e.: straight, left, right or as driving test).

**Gear change exercise** – to be carried out on road within a suitable distance from the test centre

**Reversing:** The PDI should deal with this exercise from the aspects of technique (co-ordination of controls, including steering with reasonable accuracy) and safety (proper observation).

This exercise may be applied as a test of instruction on reversing in a straight line; reversing to the left or right or in preparation for the LGV driving test. The manoeuvring area at the testing station should be used. The PDI’s ability to lay out the cones and bay is not part of this exercise.

### **Exercise 4 – Use of all mirrors and uncoupling/re-coupling (uncoupling/re-coupling cat C + E only)**

The examiner should introduce the exercise by saying: - “I should like you to give me some practical instruction in the use of all mirrors fitted to this vehicle. I have had some other driving instruction but the instructor told me very little about the mirrors. Then I should like you to teach me how to uncouple / re-couple the tractor and trailer”.

In this exercise the PDI should cover the use of all mirrors as fitted to the vehicle and give practical development on road. As there are two elements to this examination paper the examiner should return to the testing station approximately half way through the examination and use the manoeuvring area for the uncouple/re-couple process.

### **Exercise 5 - Judgement of speed / position the vehicle correctly during normal driving.**

The examiner should introduce the exercise by saying, “I should like you to instruct me as though I am a pupil who has poor judgement of speed, and who has difficulty with general road positioning”.

In this exercise the PDI should advise on those situations when the pupil could use more anticipation, earlier braking and possibly earlier changes to a lower gear. The PDI should also deal with making progress by driving at a speed appropriate to road and traffic situations applicable to the limits imposed on the type of vehicle being driven and avoiding undue hesitancy. The PDI would be expected to correct any tendency of his pupil to hug the crown of the road or to drive excessively close to the kerb. **(The examiner acting, as**

**the pupil should normally introduce only one of these facts, as to introduce both might be unrealistic).**

**Exercise 6** – Approaching and turning into and out of T junctions

The examiner should introduce the exercise by saying, “I should like you to instruct me in approaching and turning left and right at junctions, both major to minor and minor to major”.

In this exercise the PDI would be expected to deal with the proper approach to the corners, the correct use of the mirrors, the correct timing of signals, use of brakes and gears, avoidance of coasting and the correct speed of approach. The positioning on approaching and negotiating turns with due care and consideration for the dimensions of the vehicle, avoidance of cutting right corners, and crossing the path of approaching traffic when making right turns should also be dealt with and mention should be made of the necessity to give way to pedestrians who are already crossing the road.

**Exercise 7** - Approaching and turning at crossroads and roundabouts.

The examiner should introduce the exercise by saying, “I should like you to instruct me on how to deal with crossroads and roundabouts concentrating particularly on emerging when going ahead, turning right and turning left”.

The examiner would expect the PDI to deal specifically with emerging at T-junctions roundabouts and crossroads as distinct from turning right and left into side roads. The PDI would be expected to cover the points mentioned on the relevant LGV Vol Reg 26/PT and, time and conditions permitting, junctions should be applied as many times as possible to the left going ahead and to the right.

**Exercise 8** - Meet approaching traffic, overtaking other traffic; anticipate the actions of other road users.

The examiner should introduce the exercise by saying: - “I should like you to instruct me on meeting and overtaking other traffic safely, and how to anticipate what the actions of other road users might be”.

**Meeting:** This exercise should be applied, so far as possible, on roads which have standing vehicles, so that judgement (and guidance) are needed about waiting for oncoming traffic which is met on reasonably busy roads.

**Overtaking:** As there may be few opportunities for overtaking a moving vehicle under test 3 conditions, the 'pupil' could quite properly be tested verbally on this.

**Anticipation of the actions of drivers, cyclists and pedestrians:** This aspect should be covered by the PDI dealing with forward planning and anticipation for the actions of other road users to suit the varying road, traffic and weather conditions.

**Exercise 9** - Remedial lesson having failed an LGV driving test. (The examiner will nominate two failure items).

The examiner should introduce the exercise by saying: - “I should like you to assume that I have recently failed an LGV driving test and the examiner marked these points –

(the examiner will then nominate two items), and I should like you to correct these faults”.

In this exercise the PDI would be given a mock DL25 test report form with two failure items recorded for analysis and remedial development. Realistically this report can include a few faults of driver fault weight. Care should be taken when drafting the form to ensure that there is no implication that there are so many driver faults as to suggest that there was also a serious unacceptable trait as well as the two failure items to be dealt with.

#### **9.41 Vehicle to be used for the Test of Instructional Ability**

The candidate must provide an LGV, which is properly taxed and insured, including any liability of the examiner as a driver or person in charge of the vehicle. It must be a category C1, C1+E, C or C+E vehicle suitable for the test meeting the minimum test vehicle requirement for the statutory driving test (depending on the category required) and be un-laden. It may be fitted with a manual gearbox or automatic transmission. It must be capable of the normal performance of vehicles for its type. It should have right hand steering, readily adjustable driver's seat and a seat for a forward facing passenger. The candidate must also provide and display on the front and rear of the test vehicle 'L' plates ('D' plates in Wales if so wished), which comply with those necessary for the statutory LGV driving test.

Insurance must cover, for the time during which the examiner is driving, any liability that the examiner may have for all third party and damage risks and for liability to any passenger, including any official passenger. The insurance cover should not name a specific examiner as the driver as there is no guarantee which examiner will conduct the test. If the above conditions are not complied with, the test will not proceed.

#### **9.42 Selection of Test Exercises**

Examiners should use them consecutively however it will be appreciated that exercise four couldn't be selected when a category C1 or C vehicle is presented for test.

#### **9.43 Report Form ADI 26(P/T)**

The vehicle details should be entered in the relevant place in the top section of the form. The boxes in column A of the LGV Vol Reg 26/PT enable the examiner to record details of the PDI's instruction during the test.

The box at the bottom of the left-hand side of the form is used to record the overall assessment. The word pass or fail should be deleted so that the remaining word reflects the result awarded. There is no grading given to this examination.

The boxes in column B of the form provide for the marking of instructor characteristics, instructional techniques and core competencies using a six point rating scale.

Weather conditions and a brief description of the PDI should be entered on the reverse side of the copy of the LGV Vol Reg 26/PT.

When marking the form, examiners should bear in mind that the PDI will receive the top copy of the form. Full consideration should therefore be given before marking any items on the form, since alterations (particularly those which may appear to the PDI to affect the overall grade awarded) are clearly undesirable.

#### **9.44 Scene Setting**

As an introduction to the start of the examinations, examiners should set the scene as follows:

This is the test of your ability as an instructor, regard me as a pupil and treat me in the same way as you would normally.

It may necessary for me to interrupt you from time to time. This could be because we are moving on to the next stage or if time is running short.

I will guide you around the route and I will tell you when I would like you to ask me to turn, just as you would with any other pupil.

Is that quite clear?

#### **Beginner**

Insert

#### **Partly trained**

For the first exercise I would like you to think of me as a pupil who has had a few lessons with someone else but in a vehicle like this. So, I am new to you, but I am familiar with the vehicle and I would like you to instruct me on ..... and correct any other faults that may occur.

You can call me .....

#### **Trained**

For this exercise I would like you to think of me as a pupil who has a test coming up shortly/has failed a test.

I am new to you but familiar with the vehicle and I would like you to instruct me on / to.....

Please correct any other faults that may occur

You can call me .....

#### **9.45 End of Test Three**

The examination should be completed on or near the LGV manoeuvring area. The examiner should then state that that is the end of the examination. The PDI should then be asked to wait somewhere convenient and be informed that you will return to the office and complete the marking of the LGV Vol Reg 26/PT and that you will return shortly and announce the result of the test.

#### **9.46 Assessment and Marking of Performance in Test Three**

At the end of the examination the PDI's performance should be recorded on the LGV Vol Reg 26/PT. The rules for assessment and marking should follow as covered in the ADI 1 for part three examinations for ADI (car).

#### **9.47 Criteria for Rating the Examination**

While the overall result will either be recorded as a pass or fail on the form, the following statements will be useful guide to reflect the overall level of instruction.



6. overall performance to a very high standard with no significant instructional weaknesses
5. a good overall standard of instruction with some minor weakness in instructional technique
4. a competent overall performance with some minor deficiencies in instructional technique
3. an inadequate overall performance with some deficiencies in instructional technique
2. a poor overall performance with numerous deficiencies in instructional technique
1. overall standard of instruction extremely poor or dangerous with incorrect or even dangerous instruction

#### **9.48 Completion and Disposal of Test Documents to include De-briefs etc.**

Follow the same guidelines as per ADI 1 for part two car examinations but using the relevant LGV Vol Reg confirmation letters etc. LGV10 and LGV12 in duplicate.

#### **9.49 Results**

The candidate will be advised of the result shortly after the conclusion of the test and given a concise, verbal de-brief by the examiner, along with a copy of the examiner's marking sheet. If the candidate passes they will be given a letter confirming this, which is the declaration that must be completed before a certificate will be issued.

#### **9.50 LGV Voluntary Register - Registration**

Once qualified, registration is valid for four years.

A registration certificate should be issued within 12 months of passing the instructional test; otherwise the declaration given at the time of the test will become invalid. A certificate cannot be issued until all the relevant documents have been received.

It will not be necessary to take the theory test again should an instructor wish to upgrade the category of instructional licence e.g. from category C (rigid) to C+E (articulated / drawbar) or from a sub-category (C1 or C1+E). However, an instructor must re-take the driving and instructional ability tests in the appropriate category.

Should an LGV instructor wish to upgrade their registration from automatic to manual, they must have held the manual licence for three years, and will be required to re-take the driving and instructional ability tests.

#### **9.51 Re-Qualification**

At the end of the four year period an instructor wishing to remain on the Register will have to re-take the practical qualifying examinations (but not the HPT and theory test), which currently remains the same as for initial entry but may be varied in the future. As a courtesy, a reminder will normally be sent to the last known business / correspondence address approximately one year before the instructor's registration runs out. **However, it is the instructor's responsibility to ensure that the re-qualifying process is started in adequate time to have continued registration.** An instructor must satisfy the conditions prescribed on entry to the Register when applying to re-qualify.

Instructors may be required, at any stage, to attend a test of "continued ability to instruct" (check test). Failure to demonstrate an adequate ability or failure to attend may result in the removal of the instructor from the Register.

If registration is allowed to lapse and the instructor does not re-qualified on both the tests of driving and instructional ability within a period of 12 months, they will be required to qualify on **all three** qualifying tests, starting with the theory test.

## **Chapter 10**

### **General Advice and Legal Matters**

#### **10.01 Introduction**

This chapter contains additional advice and guidance on legal matters as per DT1, 2 and 3 which DTQAM's and DTAM's may become involved during the course of their work.

#### **10.02 Supervising Examiner's Responsibilities**

In carrying out their duties, Supervising Examiners should exercise discretion and, in particular, they must avoid -

- a) discussion of a matter in any way related to driving or driving instruction with a candidate when conducting written examinations (fleet) or practical tests (other than in the application of exercise 1 to 12 in test 3 of the practical test when, as a 'pupil', the examiner may ask questions about driving technique)
- b) discussion with a learner driver including LGV / PCV driving test except in general terms; and
- c) any comment or behaviour, which could cause embarrassment to the Agency. Item c. above is of special importance when practical or check tests are conducted from the same premises as learner driver or LGV / PCV driving tests

#### **10.03 Management of Sections**

DTQAM's and DTAM's have the responsibility for the performance and development of staff conducting ADI qualifying examinations and also have a responsibility to manage their sections effectively.

Effective management does not just mean conducting tests to a required standard but also making the best use of resources to ensure that the instructional standards of all ADI's are as high as possible and maintained as such. The ADI 1 contains instructions and advice, but how well we achieve this rests with the efforts of the DTAM's.

The whole purpose of part five of the Road Traffic Act 1988 is to raise standards of driving instruction in general - this we must do if the Register is to remain viable.

**For example, your check test assessments should be precise; if there is any doubt about an ADI's tuition, then the lesson should be assessed as unsatisfactory.**

#### **10.04 Inspection of Trainee Records ADI 21/T**

Form ADI 21T "**Instructor Training Declaration**" should be used to record at least 40 hours of practical in-car training. This training must be received within the period of 12 months ending on the date of his application for a licence. The trainee must receive some training in every one of the subjects set out in the curriculum contained on the reverse side of the form. The record of training must be made and signed by the licence holder and the ADI who gives the training.

The trainee is responsible for these records and normally would keep them with him.

#### **10.05 Meetings with Instructors or Trainers**

Supervising examiners may at their discretion have meetings with instructors or trainers of ADI's, but there should be no discussion about impending theory examinations or practical tests, or enquiries about tests already conducted. There must be no discussion regarding any trainee's performance. (Refer to Data Protection Act chapter 12). Enquiries on local matters, e.g. the booking or variation of 'L' test appointments, should be directed to the national booking number.

There is no objection to DTAMs discussing the requirements of practical tests in general terms, but great care should be exercised if making any comment about the value or otherwise of different driving or instructional techniques. Personal opinions should **never** be expressed as some of the larger organisations could easily compare what has been said by one DTAM with that said by another. The danger is that the DTAM's remarks could also be misconstrued as an attempt by the DTAM to act as a trainer which, of course, is not the DTAM's job. **It is vital that we all "speak with one voice".**

#### **10.06 Standard Office Procedure**

All ADI offices should have a standard procedure common to all, so that in the absence of the resident DTAM, the neighbouring DTAM can readily take over responsibility. The minimum requirements are: -

- a) the computerised register of ADI's kept in the prescribed manner. This should be available for inspection by the Area or visiting ACDE
- b) all officers must keep a personal file for each ADI in his section containing check test reports and any relevant, recent correspondence to or from the ADI. Destroyed after two years
- c) substandard file containing details of those ADI's who need a second/third check test and the provisional dates
- d) a file of up to date practical test routes

#### **10.07 Annual Leave**

All applications for annual leave should be submitted in the normal way, with guidance from line managers.

#### **10.08 Attendance at Local Driving Instructor Meetings**

The Agency has agreed with the TUS that DTAM's will be permitted to attend meetings with local driving instructor groups, as a means of spreading the Registrar's message on ADI matters. No charge is made for these meetings.

Clearly it is necessary to keep some control of the demands that will inevitably be made upon your time by these groups, so the following guidelines have been notified to the associations.

Most importantly, the DTAM must be willing to attend of his own volition. The meeting should take place in normal week day working hours although a week day evening would be considered, providing the meeting starts no later than 8.00 p.m. and does not exceed two hours. Weekends would not normally be considered. The meeting should be properly organised and chaired. The DTAM would not be prepared to discuss individual cases, either ADI or driving test, nor driving test matters generally except in the very broad sense. The DTAM would aim to talk about an ADI topic of interest and finish up with questions on ADI matters generally. If questions are raised that are beyond the remit of the DTAM or they unable to answer, they should make a written note and assure the Chair that the question will be passed to the area ACDE for a reply. When the DTAM has agreed to attend, they should inform S&R of the date of the meeting and the name of the association. Attendance at these meetings will attract overtime payment or TOIL. Travel and Subsistence will be payable in accordance with the T&S code. Overtime should be claimed or TOIL taken. Overtime claims should be sent to your line manager.

#### **10.09 Accident on the Practical Test**

In the unlikely event of an examiner becoming involved in an accident while driving an instructor's car in test three of the practical test they should **immediately** seek advice from their line manager and ACDE before making any statement or admitting liability.

**10.10 Circumstances Not Covered by These Instructions**

If circumstances arise which do not appear to be covered by these instructions, they should be considered in the first instance by the ACDE. If it appears that further advice is needed, this will be obtained from the relevant branch.

**10.11 Testing of Relatives and Friends**

It is a long established principle in the Civil Service that an officer should not put himself in a position when his official duty and his personal interest may conflict. If, therefore, an examiner is appointed to test a candidate who happens to be a close relative, or a personal friend, he should at once report the matter, by telephone if possible, to his ACDE.

**10.12 Wearing of Seat Belts on Practical and Check Tests**

All drivers and passengers must wear seat belts if the law requires them to be fitted to the vehicle. The regulations provided exemptions from compulsory seat belt wearing in certain cases. Those exemptions, which most closely concern examiners (ADI) in the conduct of practical tests, are: -

- for holders of medical exemption certificates issued under the regulations
- for a driver, whilst performing a manoeuvre which includes reversing
- where the seat belt becomes defective on the journey or if the belt became defective previously and arrangements have already been made to have the belt repaired or replaced

**10.13 Position of Examiners on Practical Tests**

Examiners conducting a practical test must wear the belt. Seat belts need to be adjusted correctly and the examiner should if necessary adjust it and / or move the passenger seat, if this is practicable, so as to fit the belt properly. If the examiner is unable to do so, the test should be terminated.

**10.14 Problems with Belts**

If an examiner cannot wear a belt in a vehicle because it is inefficient or defective, they should terminate the test and submit an ADI 22 detailing the circumstances.

A belt may be dirty but still fulfil the legal requirements; an examiner should not terminate a test solely on the grounds that he is unable to wear the seat belt because it is dirty.

Undue discussion on any termination of test must be avoided and any enquiry about loss of fee should be referred to ADI bookings section.

**10.15 Candidates - Test Two**

In a vehicle that is required by law to have seat belts fitted, the candidates should wear the belt unless he is legally exempted from doing so. This could include removing the belt whilst performing a manoeuvre, which includes reversing.

If the candidate does not fasten the belt, the examiner should remind them that, unless medically or otherwise exempt, the law requires candidates to wear the seat belt. However, if the candidate does not have any exemption but does not agree to wear the belt, the examiner should still conduct the test. (The relevant law provides that only the person leaving off a belt in contravention of the seat belt regulations can be guilty of an offence. This means that an examiner could not be convicted of aiding and abetting any such offence).

**10.16 Candidates - Test Three**

If the candidate does not fasten the seat belt the examiner should remind them that, unless medically or otherwise exempt, the law requires candidates to wear the belt. However, if

the candidate does not have an exemption but does not agree to wear the seat belt the examiner should still conduct the test. The non-wearing of a seat belt should not influence the examiner's assessment of a candidate's ability to give instruction.

**Note: Candidates who are being examined on their instructional ability will not be exempt from wearing a seat belt whilst a reversing exercise is being performed as examiner acting as pupil is not the holder of a provisional licence as defined in the regulations. The candidate is not therefore entitled to the exemption afforded by the regulations. It follows therefore that the candidate should not be misled into thinking he may remove a seat belt during those exercises which involve reversing.**

When PSTs three, four and five are carried out, the examiner should if necessary use the following wording. "You will be aware I am the holder of a full licence and therefore you are not exempt from the requirement to wear a seat belt whilst I am performing a manoeuvre which includes reversing".

**If a candidate instructs an examiner (acting as a 'pupil') to move away in any phase when the pupil should by law be wearing a seat belt, under no circumstances should the examiner do so.** The examiner should draw the candidate's attention to the omission and record the fact on form ADI 26(P/T). This should be borne in mind when making his assessment.

#### **10.17 Third Party - Seat Belts**

In the interests of health and safety, a third party accompanying a candidate on test **must** wear a seat belt. **There are no exceptions to this rule.** An exemption certificate will not preclude the need for a rear seat passenger to wear a seat belt. If they decline to do so, the test will be terminated. In these circumstances the third party has the choice of wearing the seat belt, not accompanying the candidate on test, or of having the test terminated. In the latter circumstances a brief report should be submitted on ADI 22.

#### **10.18 Supervising Examiners - Rear Seat Belts**

In the interests of health and safety the examiner must not conduct tests in cars without rear seat belts. When rear seat belts are not readily accessible, e.g. stowed behind the rear seat, the ADI should be reminded of the current regulations and given the opportunity to release the belt for the examiners use before the start of the lesson. In the unlikely event of an examiner being unable to wear a rear seat belt as required by the regulations, or not being able to adjust the belt to enable its use, the check test should be postponed and the circumstances reported on form ADI 22.

#### **10.19 Exterior Rear-View Mirrors**

A motor vehicle used on the practical part of the qualifying examination for entry to the Register must comply with the Motor Vehicles (Construction and Use) Regulations. If the vehicle was manufactured on or after 1 December 1977, and first used on or after 1 June 1978, it must be equipped with an interior mirror and at least one external rear view mirror fitted to the offside of the vehicle. If the vehicle is a dual-purpose vehicle, and where the interior mirror does not provide an adequate view of the road to the rear of the vehicle, an additional rear view mirror shall be fitted externally on the nearside of the vehicle. If a vehicle presented for practical test does not have the necessary mirror(s) the test should not be conducted.

The registration mark can only be taken as a probable indication of the age of the vehicle as the possibility exists that the vehicle has been imported and registered at a later date. If

it appears that external mirror(s) should be fitted and the examiner is in doubt as to the age of the vehicle, the candidate should be asked. If the candidate's answer indicates without doubt that the necessary mirror(s) should be fitted the test should not be conducted. In any other case the test should be conducted and a note made in the remarks space of the ADI 25.

### **10.20 Check Tests**

If it comes to the examiners notice that a vehicle used on a check test should have exterior mirror(s) fitted as mentioned in the preceding paragraphs, no comment should be made until the completion of the check test when it should be drawn to the ADI's attention.

### **10.21 Candidates Suspected of Being under the Influence of Drink or a Drug**

Where an examiner is **convinced** either before a test starts, or in the course of a test, that a candidate is under the influence of drink or a drug to such an extent as to be incapable of having proper control of the vehicle, they should inform the candidate that they (the candidate) appear to be ill and that therefore in fairness to them the examiner is unable to take or continue the test. The examiner will be required to use considerable tact in announcing this decision and **must not in any circumstances make reference to drink or drug**. Should the examiner make this decision, full details should be submitted to the ACDE on form ADI 22.

### **10.22 Correspondence - Ministerial or from Members of Parliament**

Letters addressed to the Agency by Members of Parliament (MPs or Peers) are customarily dealt by the Ministry. Ministerial correspondence is generally addressed to Headquarters but if a Member of Parliament writes direct to an examiner, the letter must be forwarded **immediately** to S&R for action. To save time where the subject of the letters indicates that the examiner will be required to submit a full report on the case, its preparation should be put in hand in anticipation of the formal request by S&R for a report. Papers relating to Ministerial correspondence must always be dispatched without delay by first class post.

It is of great importance, both from the point of view of answering the correspondent, and for the reputation of the Agency, that every complaint should be comprehensively investigated, and any part of it, which may appear to be justified, thoroughly probed and corrected as necessary.

### **10.23 Procedures to Instigate Enforcement Action**

If an examiner receives information and with sufficient detail that the Road Traffic Act 1988 or subordinate legislation is not being complied with, they should check their own records and, if necessary, check with ADI Branch to discover the circumstances under which the alleged offender is operating. The detail to be established will vary from case to case; it may be enough to show that they were neither registered nor licensed, but if licensed, the address from which instruction is authorised may be important. Breach of licence conditions must be referred to ADI Branch and the procedure outlined in the following paragraphs **must** be adopted.

Enforcement sections have now been incorporated into DSA's integrity team. The following procedures have consequently been adopted: -

Information should be gathered i.e. name of candidate, time of test, where conducted and the examiner. This information should be given to the investigating member of the integrity team.

### **10.24 Area DTAM Meetings**

In the case of DTAM Meetings, each DTAM should, in turn, attend an area meeting during certain times of the year. This should be arranged amongst yourselves, in consultation with your respective line managers.

### **10.25 Correspondence to Senior Staff**

**A reminder: all letters or minutes to senior staff must be submitted through your line manager.**

### **10.26 Production of Documents**

The DTAM's warrant authorises you to request the ADI certificate and to conduct all ADI qualifying examinations.

### **10.27 Visits to the Training Establishment, Cardington**

Enquiries from ADI's interested in visiting the training establishment should be referred to the Chief Instructor at Cardington.

### **10.28 Appeals to Magistrates' Courts about Disputed Part Two or Part Three Tests**

The right to appeal to a Magistrates' Court, or Sheriff in Scotland, is strictly limited to where the test has not been conducted in accordance with the regulations.

Whilst legislation makes provision only for the refund of the fee, where a case is won, the Registrar would probably have to take the view that the last test should be regarded as null and void and a further replacement test offered. However there have been no cases that can be recalled.

### **10.29 Procedures to Adopt**

Should you receive a summons or a notification from a court, please refer the matter to your ACDE and line manager. They will act as the co-ordination point with you and liaise with the local enforcement office to appoint a solicitor to attend the hearing. You will of course need to be present at the hearing. Keep deployment in your and your booking section informed so that the necessary cover can be arranged.

### **The Hearing**

At the hearing itself, our solicitor should ensure the court confines its attention to the question of whether or not the test was conducted in accordance with the regulations. In other words with test two, were all the statutory requirements of the test carried out? With test three, was the test divided into two phases, covering a beginner or partly trained pupil in the first phase and one at about test standard or full licence holder in the second? Were the subjects specified for the basis of instruction taken from the list in the regulations? Was the candidate's knowledge and ability assessed in accordance with the regulations? Normally there will be absolutely no question and the case has simply been brought due to a misunderstanding of the Regulations on the complainant's behalf.

You will obviously want to study your markings of the test beforehand and refresh your memory of any incidents that are highlighted by the complainant. If you wish to discuss any operational matter you should do so with your ACDE.



## **Chapter 11**

### **Staff Management**

#### **11.01 Introduction**

The DTAM should ensure that examiners conducting ADI qualifying examinations are carrying out their duties in accordance with documents DT1 / 2 / 3 – ADI 1 and other relevant instructions.

#### **11.02 Supervision of Examiners**

The maintenance of a uniform standard of testing and assessment as laid down by the Agency is a most important part of the DTAM's duties and is largely achieved by the supervision of actual tests. This should be programmed well in advance to avoid unnecessary cancellations of ADI check tests.

DTAM's should conduct regular check tests on all examiners conducting part two and three tests in their area, including visiting examiners from other areas. DTAM's should accompany examiners as often as is necessary to ensure a satisfactory standard of performance. It is important that supervision of actual tests is supplemented by the examination of test documents.

A supervision record must be completed after all supervised tests and signed by the examiner who should then be provided with a copy of the report.

DTAM's should liaise regularly with the Sector Manager responsible for the ADI examiner to ensure they are appraised of their performance. Any concerns with performance must be referred to the Area ACDE.

Officers intending to supervise a test must not do so in cars where a seat belt is not available for their use.

## **Chapter 12**

### **Data Protection Act**

#### **12.01 Individual Responsibilities**

The implications of breaching the Data Protection Act are serious. Individuals are responsible personally for information they give out and are liable to be prosecuted if they are found to have disclosed information inappropriately. Legislation does not hold the Agency responsible under these circumstances.

#### **12.02 Customer Service**

We have made great efforts over the last decade to allow examiners to conduct tests in a more customer friendly manner and the Data Protection Act must not be used as an excuse to return to a less customer focused approach. Information is still freely available through the correct channels to the correct people.

#### **12.03 Guidelines for Dealing with Requests for Information**

Examiners must always ask the PDI whether they want their trainer present for the de-brief at the end of the examination (part one, two & three). If the PDI refuses, or the trainer is not present at the de-brief, examiners must direct trainer's enquiries about their trainee's performance, back to the PDI in all cases, although it would be helpful to point out that further feedback is available with the written permission of the candidate. Even if the PDI has asked for their trainer to be present during the examination, examiners must still ask the trainee if they want the trainer to remain in the vehicle for the de-brief. Examiners must not discuss previous examinations with trainers.

#### **12.04 Complaint**

In the event of a complaint being received, examiners must not assume that trainers are aware of the PDI / ADI's complaint – merely telling a trainer that a customer has complained is a breach of the Data Protection Act. Examiners must not bring to the attention of, or discuss with trainers, customer complaints.

#### **12.05 Requests for Information over the Telephone**

No information regarding examination performance or check test performance may be discussed with a third party (including parent or spouse) without the written permission of the person concerned

Information must only be given to PDIs / ADIs who ask for it over the telephone if they are able to quote one of their unique reference numbers – either a driver number or personal reference number. Information must not be given to any person not able to quote any of these. But even on quoting a unique reference number, care must be taken only to confirm details the caller already knows, if new information is requested, the caller should be asked to put the request in writing.

#### **12.06 Written Requests for Information**

If a customer writes requesting information about a particular test of their own, we must supply that information. We do not make a charge to supply this information (such as a test report, for example) unless they ask to see all the information that we hold on them throughout the Agency. This would be classed as a subject access request; they should submit a written request to Headquarters Information Assurance Team accompanied by a £10 fee.

If a third party writes on the customer's behalf, we cannot deal with the enquiry or complaint without the written permission of the candidate. The letter must be returned to the writer with the pro forma. (Example attached)

Examiners should refer to Standing Operating Procedure (DSA/Data protection/3/6) - for more detailed information. All queries about data protection issues should be addressed to the relevant department within DSA's headquarters, The Axis Building.