

Below are some "tips" [in no particular order] principally for newly-qualified ADIs, particularly in your early days of instructing; perhaps you might like to view them as "notes for experimentation".  
If PDIs come across these on the Web, and want to incorporate some of the ideas into their own practice, they are free to do so, of course. But - because you're not yet fully "*out in the field*" - **do - please - be guided by your Trainer.**

## DISCLAIMER

These "tips" are purely our PERSONAL opinions and don't aim in any way to dictate a "correct" way of doing things, either from the DSA's point of view, or from that of any specific training establishment.

\*\*\* AS WITH ALL ADVICE, IT SHOULD BE MULLED OVER, AND REJECTED OR ACCEPTED AS THE READER FEELS FIT. \*\*\*

- 1. Don't stop giving Briefings** just because you're out on the road "for real".  
Enjoy re-working all your Briefings in the light of what works best with your Trainees, and rehearse them **ALoud** against the clock!  
Don't be too "wordy"!  
If it's a "set-piece" briefing, remember to incorporate into the briefing the reason **WHY** you do the manoeuvre [Left Reverse/T-I-R etc.] so that it gives context to the learning.  
The "Safe / Legal / Convenient" aspects should also be covered.  
Remember, also, to include some element of "What if ... ?" so that the "learner" knows what to do if other road-users come along mid-manoeuver.  
Try to involve your Trainee either by the odd question on aspects which they should know from previous lessons, but chiefly by a re-cap of the major part[s] of the briefing. Don't waste too much time by over-elaborate Q&A during the briefing when you could more usefully be telling the learner what they need to know, and checking the knowledge a tad later. **Q&A is trendy but doesn't replace telling 'em!**  
A Trainee-Instructor once asked me - in rôle, during his training - if I knew what "MSM" meant [it was 'my second lesson' after the "Controls" lesson]. When I answered "no" : he said "Well, have a guess!" This led to my saying : "MicroSoft Memory" : He replied that it didn't stand for that [I insisted that it did], so would I like to have another go ... and so this went on .... Why didn't he just tell me something I clearly didn't know?!
- 2.** Rehearse juggling with the order of the wording of your instruction, particularly, of course, with a new driver.  
Instead of "*There's a parked car ahead so check ....*" cut to the chase with : "***Check your mirrors, so as to start dealing with this parked car***"  
We can all hone skills for doing this whilst we ourselves are at the wheel, on a daily basis. The learning doesn't stop after Part 3 !
- 3.** Look for the moment when, clearly, your teaching has been sound and when your Trainee has taken on board all your instruction.  
This is a clear signal to **back off instruction** and go to *prompted* [and, later, *independent*] mode.  
A real learner doesn't take the new skill[s] on board quite as quickly as your SE might have done during the Part 3 Test;  
but the key word is Test there, so remember to recognise it as such.  
Recognising the required *Level of Instruction* is a key skill.  
Do look for the earliest opportunity to back off actual instruction. But until the evidence is there that it's the moment to do so, keep instructing!  
Having said that, many Instructors keep talking through the routines far too long into a course of lessons - and even on the way to an L-Test!  
Make sure, when you do change the level of instruction, that your pupil is happy with that, and - therefore - that their 'permission' is sought!  
When you've dealt with a fault, tuck it up your sleeve, so as to remember to watch out for it happening again perhaps, but also so as to mention it during the re-cap at the end of the drive to the site [for a 'set-piece' lesson], and/or at the end of the lesson itself.
- 4.** Remember never to "abandon" your new 'learner' in real life, any more than you would have done during your Part 3 Phase 1, once the briefing has been done and you are up and driving, especially if you are going to a 'site' for a manoeuvre.  
Teach, teach, teach where necessary and **remember the Core Competencies** of ***Identify, Analyse, Remedy***.  
Don't forget a Cockpit Check for each customer.  
You'll have done this at each Phase for your Part 3 test, I hope - it was a different 'learner' in your car, after all - so keep up the good work!  
Perhaps - by your doing a mini-one yourself [mirror / seat-belt / head-restraint] - this will help show your client not to take this vital exercise for granted.
- 5.** Remember to have a little chat with a Trainee you've not met previously, before launching into the main point of the lesson.  
Don't grab 'em by the throat from the outset!  
"*Hello; I'm [Bill]; we're doing Crossroads today ... !*" is a fine example of how not to do it!  
A few questions/comments to put them at their ease will work wonders. [see Note 6].  
**Do always ask where they'd like 'dropping off' at the end of the lesson.**  
We hope you considered doing this for your Part 3 Test since, after all, you were the "experienced Instructor" - the Examiner was a "customer"!!  
Here you are now in real life and you'll need always to ask where your client wants to end up!
- 6.** If you're taking on another Instructor's Trainee for a one-off lesson [as in your Part 3 Test] perhaps on a "site-based" topic [Reverses / T-I-R / Em.Stop - and even, perhaps, Ped. X'ings] - consider asking, before you set off, how confident the 'pupil' feels at dealing with mini-roundabouts / 'major' roundabouts / Meeting / X-roads.  
You could well glean some useful information about what to expect on the 'drive to site' and, in any case, it's a 'professional' thing to do.  
You should never tackle a topic if your Trainee isn't ready for it, and you should always select your route to and from whatever is the main focus of the lesson according to what your Trainee can handle.
- 7.** With manoeuvres fend off [as you will have done with your SE on Part 3] any such questions from your Trainee as :  
"*Will I have to do one of these on my Test?*"  
with  
"*Well, you may have to do this exercise on Test, but remember that I'm training you in every aspect of **Safe Driving for Life**.*"  
You should, after all, be reinforcing DVSA's own motto to all your Trainees, as a fully-qualified **DVSA ADI [Car]**.
- 8.** If you weren't trained to "in rôle", do ask whether a "trained" client is getting any private practice, and if so in which type of car?  
If it's an old one without power-steering, you can expect steering faults in your car with it. Your faults analysis will alter accordingly.  
Does it have ABS? Vital if you're doing a Controlled Stop [Emergency Stop] exercise. They'll need to know about cadence braking, of course.

## Tips for newly-qualified ADIs [continued - p.2 of 2]

**9.** During your first few lessons as a new ADI, remember it's **not** *Your Trainer* or *the SE* doing the driving any more [!] : it's a **Learner** and so don't assume they'll be able to deal with **any** problem without your guidance and/or talk-through initially.

**Deal with it, or ask them if they feel able to do so.**

**BE FRIENDLY, BUT BE ASSERTIVE!** - that's what clients are paying for ... your expertise and control.

It's what your SE was looking for during your Part 3 Test, after all!

**10.** Whilst you're still getting the hang of really slick "Faults Analysis", whenever you're out driving on your own, spot other drivers' faults and then analyse then **out loud** and offer remedial action **out loud**. The Standards Check may well call them "potential safety-critical incidents" but don't make the mistake of thinking that any "new way of teaching" doesn't include dealing with **faults** any more - *Watta mistaka to maka!*

Don't feel self-conscious about talking out loud in car - everyone does it now, what with hands-free phone kits etc.

If you don't speak **out loud** though, you'll **NOT** be able to do it with your Trainees - that's for sure.

The brain very quickly compensates for any errors when you internalize any speech.

Actors HAVE to say their lines out loud when rehearsing alone - teaching is acting.

**11.** If you didn't do so during the run-up to your Part 3 Test, try to find a couple of hours to **train some adults up to Part 2 standard** : they pay their own petrol in their own cars : you teach for free so there's no insurance problem [no "hire or reward"] and this will improve your dealing with faults on the move, and considerably improve rapid-thinking and rapid-communication skills!

Let them know that you'll be "criticising" their driving, with a view to improving your skills at doing so, not because you want to enjoy a 'moan'!

Pull 'em up if you need to, but aim to deal with most things on the move, as they're experienced drivers [even if not very good ones!].

**12.** Try to place adverbs [control words ending usually in **-ly**] **FIRST** in a phrase : "Gently brake" : "Slowly raise the clutch".

Don't for goodness' sake put them at the end of a long instruction [especially for Moving-Off and Pulling-In]!!

**13.** Just like when you were with your Part 3 rôle-play driver, remember to do **loads** of initial teaching for new drivers - because that allows you as soon as possible to switch to Q&A and then to transfer responsibility.

If you say little to begin with - and "dribble" your instruction in, a little at a time - there's nothing concrete to back-off from!!

**14.** Before you pull away from the side of the kerb [each time?] try to find **something** just ahead of you [or in the middle distance] to alert your Trainee to. In that way, it'll get the driver thinking and save you having to gabble out instructions on the move as soon as you're up and running.

It will also help them tremendously with their HPT work. Your Trainees will find HPT a lot easier than you ever did as a PDI. New drivers learn what hazards are from the word go. If you get them to update the situation behind with their mirrors, or ease off the gas for some reason, that's when they'll click the mouse and go into "defensive" mode. "Experienced" drivers merely "charge ahead and brake late if there's a problem!"

If you reckon there's nothing to talk about, still ask "*Are there any immediate problems for you after you move away?*" and the answer may be "NO".

Look to see, for example, whether it's a downhill/uphill start - even 'slightly'.

Have they done them before?

Ask them if they reckon an indicator is going to be necessary before pulling away.

etc. etc.

**15.** Do sign up to the DSA's "**Code of Conduct**" - it's voluntary, but by not signing it, what would you be trying to hide [is what a prospective client should be asking].

- Set your seat nice and **far back**, with a good amount of **recline** so as to observe the driver fully.

This prevents you from "prompting" the driver at key moments [eg to update in the mirrors before a hazard].

Every time you look towards your learner from a more upright position, [s]he sees you look and responds to that non-verbal prompt by ... checking in the mirrors.

Later, when you're not there, they won't check!! Is that training Safe Driving for Life?!

That aside, the key is " **Watch the Pupil ... Watch the Pupil ... and then, Watch the Pupil!** "

The Standards Check Mark Sheet sees this as Sect 7 : "Was the Trainer aware of the surroundings and of the pupil's actions?"

Make sure you're up to standard in your pupil-observation!

- I suggest trying to use "YOU" [rather than "WE"] when it's clearly the **driver** who needs to put your advice into practice, [*"You need to make sure that the guy behind ...."*] as opposed to when talking about "*we, as drivers, need to make sure ....*" - which seems quite OK. This helps to avoid such condescending lines as "*and we don't want to be doing that, do we?*" where there's a very high cringe-factor.
- If you haven't already done so, use a dictaphone to continue rehearsing/honing briefings, and record some "out on the road" [not on the move] with a particular road-configuration in front of you. See how many "*ums* and *errs*" you come out with - the dictaphone doesn't lie!
- Keep updating any photos/scanned-in images which you may need/want to help with a briefing. Re-jig any pictures which you may have got hold of to a style which best fits in with **your** briefing. It's **your** personal style which matters rather than any set method, with regards to Visual Aids.

**The essential thing is to have "ownership" of whatever you use.**

**Don't blindly use someone else's diagrams/notes etc.** [see the header-box at the top of Page 1 of these notes].

**If you do use someone else's material, make sure it's suitable [a] for you and [b] for the purpose.**