UPDATE

A.D.I. NEWSLETTER

July 2004

Normally, as you know the Agency would have issued an ADI Update in the April/May period. The hope was that we would be able to include some more positive news on the strike action that is occurring at nine of our test centres and some indication of when there would be a return to work. Unfortunately, at the time of writing, no return to work is imminent and strike action at the centres that are closed is indefinite until further notice.

I apologise for the inconvenience, annoyance and disruption that this strike action has caused to your candidates who have had their tests cancelled and to you and the way that you run your business. The Agency has faced a number of challenges in recent years but the current industrial action is the most difficult yet!

This action relates to the Civil Service wide pay dispute and is outside the Agency's direct control. We in the Driver & Vehicle Testing Agency are not in dispute with our staff. We regret the inconvenience caused to our customers and are working hard to minimise the impact. A summary of the situation is set out below:

Industrial action to date

- Two 1-day strikes affecting all staff
- Discontinuous 1-week action affecting 3 centres in March and April
- 7 centres closed since 17 May 2004
- 9 centres closed since 24 May 2004
- Ban on overtime working

Who is working?

- Examiners and administrative staff at the following centres are working as normal:

Ballymena	**Coleraine**	**Cookstown**
Downpatrick	**Enniskillen**	**Omagh**

- A limited number of examiners are working at

Larne	**Mallusk**	**Newtownards**

- Some administrative staff are working at **Belfast and Lisburn** but no testing is being carried out
- Staff at **Headquarters** are working
- **Call centre** staff are working but the volume of calls far exceeds capacity

What have we been doing?

- Cancelling tests directly affected
- Offering alternative appointments
- Maximising capacity at open centres
- Redeploying staff where possible to open centres
- Cancelling non-essential training and other events
- Liaising with PSNI, DVLNI & insurers
- Communicating with customers
- Media (TV & radio)
- Issuing Press releases
- Helpline (0845 604 4094)
- Updating our Website
- Display of Posters
- Newspaper advertising
- Introducing Temporary Exemption Certificates for goods vehicle tests and pursuing introduction of same for cars and motorcycles

What about the specific needs of ADIs?

We have much less scope for flexibility when trying to meet the needs of our driving test customers. The statutory nature of the vehicle test and associated obligations means that we face even greater pressure to mitigate the impact of the industrial action. Nevertheless, any measures which relieve pressure on vehicle testing allow us to deploy more staff on driving tests.

In terms of the ADI qualifying examinations, we have been able to prioritise ADI Part 2 tests and make some additional capacity available outside the Belfast area.

In order to maximise the use of examiners, both now and after the industrial action, we have introduced a new driving test programme which will enable centres to offer an additional standard-rate test per day (on an optional basis). Where centres elect to avail of this facility for some or all of their driving tests, the daily test schedule will be as follows:

Template for Driving Tests

8.15 - 9.15

9.15 - 10.15

10.15 - 10.30 Tea

10.30 - 11.30

11.30 - 12.30

12.30 - 13.15 Lunch

13.15 - 14.15

14.15 - 15.15

15.15 - 16.15

16.15 - 17.15

Tests already scheduled will not be affected but staff will be encouraged to use the new schedule to provide additional capacity where possible. We have also given centre managers additional flexibility in the way that premium rate tests are used, particularly when candidates have been subjected to one or more cancellations as a result of the industrial action. This will not, however, apply to first-time applicants for premium rate tests.

We have been asked to alert individual ADIs of tests cancelled for their pupils, but we have simply not been able to do this because of the limited number of staff we have had working during the strike.

We have also learned that some candidates have not received their notice of cancellation on time. We are reviewing our procedures to ensure that cancellations are issued on a more timely basis. I do apologise for this, but we are conscious that the position could change at any time and we are trying to avoid cancelling tests too far in advance if there is a possibility that they may go ahead. Candidates can check with any open test centre or the call centre (notwithstanding the difficulties getting through) to check if they are in any doubt about whether a test has been cancelled or not.

We have also met with the NIADIA and been in contact with others who have brought a number of issues of concern to ADIs to our attention. We are currently exploring additional measures that might alleviate some to the difficulties you are facing.

What next?

At time of writing there is no indication of an early resolution to the dispute although negotiations between the Government and NIPSA have re-commenced. DVTA has no insight into the detail of these talks but like you, we are hoping that a resolution to this dispute can be found. If there is a return to work we will be considering the priority that should be given to all the testing functions that we have not been able to carry out and we will be discussing these with ADI representative groups.

Bulletins regarding the effect that strike action is having on vehicle tests and measures to address these difficulties are posted regularly on the Agency's website www.doeni.gov.uk/dvta. Please look out for these. They are also being sent to ADIs who are on Deirdre Walsh's email list.

I apologise again for all of the inconvenience but would stress that the Agency has no role in the settlement of the dispute. If you have a particular difficulty and cannot get through on our booking service or customer care lines, please call Deirdre Walsh at 028 9054 7959 who hopefully will be able to update you with the latest position.

Proposals for New Supervision Arrangements for ADIs

Since the last *Update* in January, we have met with about 300 ADIs in Cookstown, Newry, Londonderry, Belfast and Omagh and the meetings focussed mainly on the proposals contained in the 27 January paper which contained the proposal to make provision for registered driving instructors to undergo the ADI multiple choice theory test, including the hazard perception test.

As you know the consultation paper closing date was in April. Over 140 replies were received. Some responses represented the collective views of members of various driving instructor associations. It is

clear from an analysis of the responses that there is widespread opposition from the ADI industry to the proposal that registered driving instructors undergo a test of theory including Hazard Perception as part of their supervisory arrangements.

The Agency is now considering the policy issues in respect of this and other proposals contained within the paper in the light of the responses received. The timetable for progress is that a paper will be put to the Minister by the end of August 2004 with recommendations. Anyone wishing to discuss the issue should contact Deirdre Walsh at 028 9054 7959.

Re-let of DVTA Theory Test Contract

On 4 September 2004, Pearson Assessments and Testing will commence delivering theory test services on behalf of both DVTA and the Driving Standards Agency (DSA) to learner drivers and to ADIs.

Pearson is one of the world's leading education companies, delivering computer- based examinations worldwide to a wide variety of government and private sector clients. Their technology headquarters is based in Minneapolis, Minnesota with their data processing centre based in Iowa City, Iowa.

The most significant advancement this new contract will bring to customers in Northern Ireland will be the ability to book and pay for their theory test on-line using the Internet. Telephone and on-line booking will be available **from 26 July 2004**. The telephone booking number remains the same at 0845 600 6700 and on-line booking can be done by logging into www.doeni.gov.uk/dvta. Please remember this on-line facility is only for booking your **theory test** and cannot be used to book a practical test.

Pearson have had to acquire and fit-out a UK call centre, 160 test centres in GB and 6 in Northern Ireland. The Pearson call centre will be in Greater Manchester. The Northern Ireland centres are listed below:

Northern Ireland Test Centres

Belfast	Ballymena	Londonderry	Portadown	Newry	Omagh
22 Great Victoria	Unit 19 Tower Centre Mill St Ballymena BT43 6AH	City Factory 19 Queen St Londonderry BT48 7EQ	Lismore House 23 Church St Portadown BT	12 John Mitchel	Anderson House 33 Marke

St. Belfast BT27LX			623LN	Pl. Newry BT34 2BP	t StOmagh BT781EE

All premises are compliant with the Disability Discrimination Act. For this and other operational reasons, it has been necessary to re-locate the test centres from their current premises to new premises. However, you will see that they all remain within the same city or town in which they are currently located. Maps showing the location will be published on the Agency's web-site www.doeni.gov.uk/dvta.

DVTA and DSA intend that the transition between one contractor and another will be completely seamless and customers should not be aware of any differences in the tests. For example customers who may have sat an examination with the existing contractor who then subsequently have to sit a re-test with the new contractor will not be disadvantaged in any way the look, feel and delivery of the test will be the same as that previously taken.

The existing contractor, Prometric and the new contractor, Pearson are negotiating on a range of issues which will affect the transition between contracts. These include which staff will transfer between companies on 4 September under TUPE arrangements, what candidate information needs to be transferred and how telephone calls will be directed to the appropriate contractor during this period.

Inappropriate in-car behaviour

A number of cases are under investigation at the moment by the Agency into allegations of inappropriate verbal or physical behaviour. All of the complaints are from female learners against male driving instructors. In all cases, instructors were shocked and distressed to have received notice of these allegations. Likewise complainants described very unpleasant episodes which they felt were serious enough to report.

Obviously instructors and learners spend a lot of time together and inevitably friendships can develop and personal information shared. It seems clear that some instructors feel that risqué jokes, lewd references/conversations and innuendo are acceptable while teaching people how to drive, especially if the learner is judged 'to give as good as they get' or because they perceive the learner to be 'up for it'.

We know from speaking with instructors that some of you have signed up learners who have transferred to you from other instructors, because of behaviour that the learner has been uncomfortable with. This would suggest that learners who are not comfortable with their instructor's behaviour are unlikely to confront them or to tell them they are not happy, and feel that it is easier to make an excuse and cancel future lessons. Therefore the fact that a complaint is not made to an instructor is not an indicator that there is not a problem.

It is very difficult to legislate for this type of behaviour as one person's 'banter' is another person's insult. I feel we must however, draw this matter to your attention and remind you that the ADI/learner driver relationship should be run on an extremely professional basis, along the lines of pupil/teacher relationship, and with the same respect for the learner driver that you would expect for yourself or your family members. Also, it is important to remember that the instructor is the person in charge of the lesson, the atmosphere created within it, and the behaviour that occurs. If you as an instructor are not happy with the behaviour or conversation of your learner, you should say so or tell them that you cannot continue to instruct them.

It is very difficult to be categorical about what is or is not acceptable, but conversations of a sexual, racist, political or religious nature should be conducted with caution, (if at all), as should references to age, sexuality or disability. Discussions about yours or the learner's personal or romantic life may also be risky even if it appears that the learner has encouraged or does not mind, such a discussion.

There is no intention by inclusion of this piece in the *Update* to offend instructors who conduct themselves with total professionalism at all times. However, there would seem to be some who do not recognize that their normal behaviour may not be considered appropriate by their pupils.

If you feel that this advice is over-stating the problem or that it could not possibly apply to you, please imagine how you would feel if an investigation were begun into *your* behaviour; how this could affect you, your life, your relationship with your spouse/partner, your credibility and confidence and your future as an instructor.

If you have any comments on this particular item or have any advice you would like to share on how instructors can avoid some of the pitfalls of their profession, we would be delighted to hear from you.

Check Tests

New check test report forms will be introduced on 1 September 2004. Guidance is attached to this *Update* on how these forms will be used. Also attached is a print out of the presentation on check tests which Jim Pollock delivered at seminars hosted by the Agency in March. We hope you find this useful. You should also note that Donal Higgins (Supervising Examiner) has been trained and will carry out ADI check tests and qualifying examinations in the future.

ADI Review

The legislative changes to the Motor Cars (Driving Instruction) Regulations (Northern Ireland) 2004 came into effect on 5 May 2004. The regulations are available to purchase from HMSO and I would encourage you to obtain a copy for your own information. These changes were also discussed and explained at the seminars that took place in March. The changes are as follows:

- The main changes in the legislation are in relation to the Trainee Licence Scheme to bring it broadly into line with GB. An applicant should have passed Parts I and II of the qualifying examinations and not failed Part III on three occasions in order to be granted a licence. The legislation does **not** prescribe that 40 hours training take place prior to obtaining a Trainee Licence. Trainers of new instructors will undoubtedly deliver training to their pupils but this will not be a statutory requirement in order to obtain a licence, and should not be conveyed as such.

- The record of one-fifth supervision must be maintained for the entire six-month period of the trainee licence (as opposed to three months). No record will be required for a substitute licence. There is no provision in the legislation for an applicant to choose to carry out supplementary training instead of one-fifth supervision. Such training can of course be carried out but it will not be mandatory.

- Trainee licences will have an applicant's photograph included to help deter illegal instruction. Display of these will be encouraged.

- The 'show me/tell me' safety questions have been incorporated into the Part II test. Candidates will be asked five questions, which will be a combination of 'show me' and 'tell me'. 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. The examiner will introduce the checks by saying "**I should like to ask you a few questions about your vehicle and other matters relating to vehicle safety".** Checks will be chosen from a list of the components of the vehicle ie: tyres, steering, brakes, fluids (e.g. engine oil, coolant, washer fluid), lights, reflectors, direction indicators and audible warning device, and conduct an actual check on the condition of a second component, similarly chosen from the list.

- A prospective ADI who has failed the theory test on the third attempt will not be eligible to take it again for a period of two years commencing on the date of the first attempt. This provision will apply only to those applicants whose **first** test is applied for **after** 5 May 2004. Unlimited attempts within the two year period will continue to apply for applicants who have failed their theory test before 5 May 2004 and want to re-sit the test.

- A Community Licence which authorises its holder to drive a motor-car in Northern Ireland will be an acceptable licence for registration purposes. This in effect will mean that licences from all member states *including new member states* will be acceptable to allow a person to apply to

become an instructor. Ten new states which joined the EU on 1 May 2004. They are Poland, Bulgaria, Hungary, Czech Republic, Slovakia, Latvia, Lithuania, Malta, Slovenia, Estonia.

- A person undergoing the driving ability and fitness test or the instructional ability and fitness test must produce an appropriate licence ie, a Community Licence, a NI licence or a GB licence, or photographic identification as follows: (a) a current passport; (b) a current cheque guarantee card or credit card bearing a photograph and signature of the person; (c) an employer's identity card bearing a photograph and signature of the person; (d) a trade union card bearing a photograph and signature of the person; (e) a current electoral identity card issued by the Chief Electoral Officer for Northern Ireland and bearing a photograph and signature of the person; and (f) a photograph of the person which has been endorsed with a certificate in the prescribed form signed by an acceptable person. The examiner will not be obliged to continue the test if an appropriate licence or photographic identification is not produced.

- The vehicle used in the driving ability and fitness test or the instructional ability and fitness test must have appropriate seat belts fitted to the front and rear seats and be fitted with an interior rear view mirror providing adequate rearward vision from the front passenger seat. The vehicle must also have head restraints fitted and must have an additional interior rear view mirror which can be used from the passenger seat. This has been practice for some time and is now provided for in the law.

- New provisions have been made relating to the repayment of fees under certain circumstances. The 3-day notice rule and exceptional circumstances will apply to all qualifying tests. Provision has also been made for part refunds should someone decide to resign from the register during the period of registration.

- A person may have his name removed from the register of approved driving instructors if he fails to appear for the test of continued ability and fitness to give instruction (the check test) on more than two occasions. This new provision simply makes explicit a rule which was implied in another provision – refusal to undergo a check test.

- A person who has had a sub-standard check test will be required to undergo a further such test within fourteen weeks from the date of that failure.

Disability Action

Disability Action is looking for an ADI to work part – time (delivering lessons) in the greater Belfast area. A fully adapted vehicle and training will be given to the successful candidate. If you are interested or require any further information please contact Disability Action directly on 028 9029 7877.

DVLNI Fees

Attached are leaflets which DVLNI have asked us to circulate regarding their fees.

Competencies for Learner Drivers

Thank you to all instructors who sent in their driver's record and for sharing your good practice with us. Just to remind you, the DSA voluntary learner driver log-book or driver's record as it is now called and all related material can be found on the DSA website which is www.dsa.gov.uk/drivinst/driver-record/index.htm.

Use of Mobile Phones While Driving

Please remember that you are not permitted to use a mobile telephone or similar device while ***supervising*** a holder of a provisional licence at a time when the provisional licence holder is driving a motor vehicle on a road. To contravene these requirements will be an offence under Article 58 of the Road Traffic (Northern Ireland) Order 1995.

Finally

I would like to take this opportunity to reassure ADIs that while we recognize that the current situation is extremely difficult for the Agency and all of its customers, we are committed to doing whatever we can to minimize disruption and to ensuring that our service is back on an 'even keel' as soon as possible. We are also confident that we will have the support of our staff in this regard.

R J CROSBY
Registrar

NEW CHECK TEST FORMS

INTRODUCTION

From the 1 September we intend to introduce new check test report forms, which have been designed to give the instructor a copy of the supervisors assessment of their performance during the check test.

The form will have a tear off section, which will be issued to the instructor at the conclusion of the check test. This section will contain the following information:

The three columns headed `1, 2 and 3' will record the instructors 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 - subject not covered

Box 2 - subject covered unsatisfactorily

Box 3 - subject covered satisfactorily

If the subject area is part of the lesson, then one of the boxes will be marked.

CORE COMPETENCIES

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 clearly identify all faults committed by the pupil that will/may 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 and offering an analysis as appropriate of a fault. It covers inaccurate, incomplete or omitted fault analysis.

Remedial Action

This relates to offering constructive and appropriate action/advice to remedy a fault/error 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

Recapitulation 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.

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 pupil.

Control of lesson

Deals with the overall control of the lesson and the interaction processes within it. Includes the allocation of time between training activities and methods used such as the distribution between theory and practice.

Communication

Is concerned with pupils understanding of instruction, 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 pupil and not to overload them with over technical and complex explanations.

Question and answer technique (Q&A)

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.

Feedback/Encouragement

Providing feedback and encouragement to the pupil relating to their performance. Praise, confirmation, reinforcement for effort, progress and 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.

Instructors use of controls

The controls (steering, indicators, brakes 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.

Recapitulation 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

Is concerned with the skills used by the ADI 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 he is in establishing and maintaining rapport and creating the right atmosphere for learning to take place. Any unnecessary physical contact with the pupil will be reflected in the marking. Although this will be dealt with as an overall assessment, the picture will be built up by taking regard of the following items :-

Articulate

The presentation of information in an easily understood non-confusing manner that is not needlessly repetitive nor lost in verbiage.

Enthusiastic

Enthusiasm is demonstrated where the instructor never misses an opportunity to give additional guidance, not however to the point of over controlling the pupil. It is also shown when the instructor takes a keen interest in all that takes place during the lesson.

Friendly

An easy relaxed manner; outgoing but not over familiar. A good rapport with the pupil.

Patient

The patient instructor is prepared to repeat a sequence of instruction over and over again when necessary without criticising the pupil's ability to master a particular skill.

Confidence

The instructor should be self confident and capable of transmitting confidence to the pupil.

CHECK TEST GRADE

The new form will also include your grade, which will be based on your check test lesson. The Grade will be in the range of 1 to 6, with 6 being the highest possible grade and 1 the lowest. The following

explanatory notes give the definitions of each grade.

GRADE 6

Overall performance is at a very high standard with no significant instructional weaknesses. Concise accurate recap given on 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 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 practise. 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.

GRADE 5

A good overall standard of instruction with some minor weaknesses 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 addresses all 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 practise. 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 next lesson. Attitude and approach to the pupil was good throughout the lesson.

GRADE 4

A competent 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 problems presented en-route. Structured a generally appropriate learning environment that provided opportunities for the pupil to develop their skills and good driving practise. 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.

GRADE 3

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 skills and awareness using problems presented en-route. Failed to

structure a learning environment to enable the pupil to develop their skills and good driving practise. Inaccurate or incomplete summary at the end of the lesson. Many strengths and weaknesses in the pupil's performance not identified or treated superficially. Shortcomings in attitude and approach to the pupil.

GRADE 2

A poor overall performance with numerous deficiencies in instructional technique. Little or no recap on the 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 incorrect identification of driving faults and analysis, very little 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 practise. 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.

GRADE 1

Overall standard of instruction is extremely poor or dangerous with incorrect or even dangerous instruction. No recap on the previous lesson, no objectives set for the current lesson. Unable to even recognise the need to vary/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 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.

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