

APPENDIX 2

LESSON PLANS AND DIAGRAMS

DRIVING LESSON PLANS

Failing to plan is planning to fail. The minimum lesson plan is to agree with each learner what needs to be achieved during the period of training. Then at the end of the session, an evaluation needs to be made of how much was accomplished and what needs to be done next.

LESSON STRUCTURE

Driving lessons must be planned so that you teach from the 'known to the unknown' and the 'simple to the complex'. Every driving lesson needs to have a start, a middle and an end. The usual structure includes:

- Recap at start. Concise accurate summary of the previous lesson.
- Aims & Objectives. Setting realistic and attainable targets.
- Level of Instruction. Dialogue and technique varied to suit learner's knowledge, experience and competence.
- Planning. Organised method and sequence of tuition. Time management.

- Control of lesson. Anticipate and protect the learner from danger.
- Communication. Clear and simple instructional terminology and explanations.
- Question & Answer Technique. Relevant questions, correctly timed.
- Feedback & Encouragement. Best response to learner's performance and achievements.
- Instructor's Use of Controls. Learners must always be made aware of why the instructor has used the dual controls or any of the other car's controls.
- Recap at end. Concise accurate summary of the lessons learning points.

LESSON PLAN PRESENTATION

We begin each plan with an outline of the key learning points. These map the important subject areas for the lesson. From this starting point we go into greater detail about the lesson's content, particularly in respect to delivering the lesson. The sequence we have put this in is:

1. Identify learner's stage of ability
2. Recap briefly on any relevant previous training
3. Determine what will be the core of the lesson
4. Useful hints for delivering the lesson
5. How best to say what you want to say – The phraseology
6. How we see the skill being developed
7. To assist your instructional method, we devised some easy questions to ask
8. List of typical faults to expect

SKILLS DEVELOPMENT

To help ensure that learning is achieved during lessons, we focus on skills development. To do this effectively, we need to match our instructional

method with the customer's learning style. To get the balance correct, you need find and ask the right questions in the most suitable way. We've made a résumé of the possible driving faults to expect. You should be prepared to offer fault analysis as well as remedies.

Driving skills should be introduced in a logical order that suits the learner's ability, the geographic location, the time of day when a lesson is taken, along with the prevailing road, traffic and weather conditions.

USE THESE LESSON PLANS AND DIAGRAMS ON AN ADI PART THREE TEST

These lesson plans and diagrams may be used on your ADI Part Three test. You can and should also use illustrations from other publications such as the 'Highway Code' and 'Driving – The Essential Skills' wherever you feel these are appropriate.

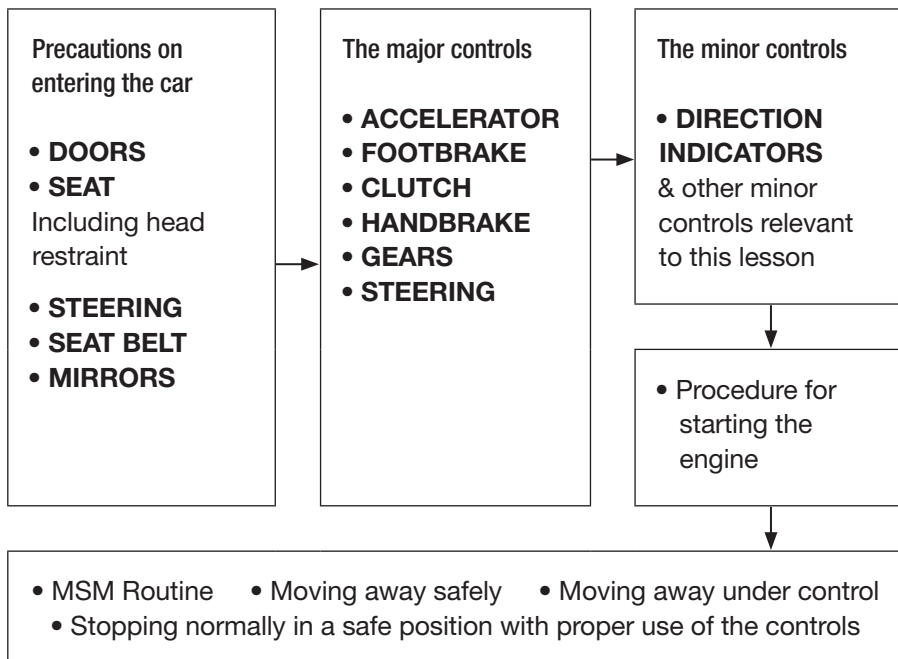
You can select the topic areas from each Pre-Set Test (PST) from the subjects included in this guide. We have also included topics such as 'Approaching Roundabouts' and 'Know Your Traffic Signs, Lights and Road Markings' although these are not specifically tested during the examination.

Always try to be flexible in your approach and natural in your presentation and delivery of the lesson content.

LESSON I: EXPLANATION OF THE CONTROLS

Including the safety precautions on entering the car (Cockpit Drill).

KEY LEARNING POINTS



A learner's very first lesson will normally be booked over the phone. Consider how you will introduce yourself and gain agreement about what needs to be taught, as well as how this needs to be done. It would be wrong to try and recite a script for this controls lesson. Adapt the guidance that follows to suit the learner and how he or she responds on the day.

The amount of time spent teaching the controls does depend on any previous experience or knowledge the learner has. You may need to repeat and integrate this information within the next lesson topic – Moving off and stopping.

Professional tip: Use words to explain and avoid physical contact. Demonstrate using the controls and equipment on your side of the car where appropriate.

Your own driving: You are likely to need to drive your learner to a suitable area where you can introduce the car and its controls. Use this opportunity to show your learner what you will shortly be teaching. When you swap seats, out of preference, walk round the rear of the car, keeping the ignition key with you.

Core of lesson: Before beginning the controls lesson, briefly cover the daily maintenance checks to be carried out fuel; oil; water; lights, including indicators; tyres and that the handbrake is applied (and the gear lever is in neutral). Next, teach each learner the cockpit drill, that is, how to reach the controls safely and comfortably.

Probably the most popular cockpit drill taught by ADIs is “DSSSM” (pronounced D treble S M). There are others, but this one is particularly easy to remember. The routine is a simple version of the one published in the DSA’s “Driving – Essential Skills’. It deals with every driver’s legal responsibility to sit in a position to be in full control when driving the car.

Instruction method: Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of ‘telling’ and ‘Q&A’ on how the learner responds to your guidance. Do keep the learner involved by encouraging safe use of the controls while the car is stationary.

EXAMPLE QUESTIONS

Cockpit drill. When you sit in the passenger seat of a car, what is the safety routine? Okay, as a driver, try this one:

- Doors. Is your door closed?
- Seat. Is your seat in a practical position?

- Steering. Can you run your hands round the whole steering wheel?
- Seat belt. Show me how you put your seat belt on
- Mirrors. What can you see in the mirrors?

Typical faults to expect during the cockpit drill

- Not closing the door properly
- Not checking in the offside door mirror or over the shoulder before opening the door
- Not checking that the door is closed
- Not asking any passengers if their doors are closed
- Not adjusting the seat position properly
- Sitting too close/far from the steering wheel
- Twisting the seat belt
- Not setting the mirrors accurately
- Moving the head when setting the interior mirror
- Touching the glass when adjusting the interior mirror

Before beginning to explain the car's controls, complete your instructor's cockpit drill to ensure that you are sat in a position to observe the learner, along with the road ahead, side and rear.

THE "CONTROLS LESSON" – FIVE AREAS OF CONTROL

1. Foot controls
2. Hand controls
3. Ancillary controls
4. Visual controls
5. Dual controls

For each control you will need to deal with:

- what it is called
- where it is located
- how to use it
- what it does
- the instructions you will give for its use.

TEACHING THE CONTROLS – IT’S AS EASY AS ABC!

Begin with the **foot controls**...

Accelerator – the ‘Gas’ pedal

- Located – on the right
- How to use – lightly and delicately
- What it does – increases engine speed
- Instructions – “Set gas”; “A little more gas”
- “Less gas”; “Off gas”

More information – because modern cars produce significant engine torque at low RPM, the amount of gas that needs to be set is very small. Compare this to the width of a one pound coin.

Footbrake – the **B**rake pedal

- Located – in the centre
- How to use – gently and progressively
- What it does – slows and stops the car
- Instructions – “Cover brake”; “Gently brake”
- “Gently brake to stop”; “Firmly brake”.

More information – include any extra detail that you consider necessary such as how the brake works on all four wheels and that three brake lights illuminate at the back of the car.

Clutch – the Clutch pedal

- Located – on the left
- How to use – slowly
- What it does – engages and disengages drive
- Instructions – “Cover clutch”; “Clutch down”
- “Slowly clutch up”

Go on to the **hand controls**...

The handbrake (parking brake)

- Location – behind the gear lever
- How to use – with the button in
- What it does – secures the car
- Instructions – “Prepare handbrake”; “Release handbrake”; “Apply handbrake”; “Secure the car”

The gear lever

Located – immediately left of driver

- How to use – smoothly with palm
- What it does – enables engine power to be used efficiently
- Instructions – “Left hand on gear lever...”
- “Palm towards me and select first and then second gear”; “Palm towards the front and select third and then fourth gear”; “Palm towards you and select fifth gear”
- Depending on vehicle, adapt instruction for selecting reverse gear eg “Lift collar, palm towards me and select reverse”

The steering wheel

Location – in front of the driver

- How to use – “pull-push” system
- What it does – changes car’s direction

- Instructions – “Steer left”; “Steer right”; “Straighten the steering up”.

More information – include any extra detail that you consider necessary such as how you will teach the coordination of the foot and hand controls with forward/rear vision and use of the signals/remaining controls.

Clutch – the Clutch pedal

- Located – on the left
- How to use – slowly
- What it does – engages and disengages drive
- Instructions – “Cover clutch”; “Clutch down”
- “Slowly clutch up”.

EXAMPLE OF GENERAL QUESTIONS

The controls. These questions need to be devised so that they cover what each control is called, where it is located, how it should be operated, what it does and the instructions you will give for its use.

Introduction How familiar are you with the car's controls?

Foot controls

Accelerator Do you know what the pedal on the right is for and how it should be used?

Brake Do you know what the pedal in the middle is for and how it should be used?

Clutch Do you know what the pedal on the left is for and how it should be used?

Hand Controls

Parking brake Do you know how to use the handbrake and when it should be applied?

Steering wheel Do you know the best position to keep your hands on the steering wheel and the recommended way to turn it?

Gear lever Do you know what the gears are for?

Remaining controls (including ancillary controls)

- Mirrors and windows (blindspots) Do you know where the blindspots are?
- What type of glass is the interior mirror?
- What type of glass are the exterior mirrors?
- How will you keep the windows clean and clear?

Visual controls

- Ignition key and switch (steering lock) How do you switch the engine on?
- Indicators Do you know where the indicator stalk is and which way to use it to signal left or right?

Use 'Driving – Essential Skills' and the manufacturer's handbook to support the information you provide.

Typical faults to expect during the controls lesson

- Not positioning the right foot correctly for use between the accelerator and the footbrake
- Being heavy footed
- Not pressing the clutch pedal down sufficiently
- Not running both hands fully round the steering wheel
- Not using the ratchet button when applying the handbrake
- Not 'palming' the gear lever for correct selection during dry run
- Forcing the gear selection
- Hurrying the gear selection
- Not being aware of the blind spots
- Not being aware of the difference between flat and convex glass
- Not releasing the steering lock when attempting to turn the ignition on
- Being heavy handed with the ancillary controls.

SKILLS DEVELOPMENT

Use of the Clutch

Correct use of the clutch is essential to safe and confident car control. You will normally need to use a clear, simple diagram when explaining how it works. Depending on how quickly your learner can pick up the skill, you may need to repeat your instruction frequently. Learning to master the clutch for moving away under control and making smooth gear changes are skills that need to be constantly practised. 'Clutch control' is the skill of moving the car very slowly in first or reverse gear by fractional movements of the clutch combined with a steady gas setting. This is not the same as 'controlling the clutch' which is the skill required for moving away normally, changing gear and stopping.

Instruction method: Practise makes perfect. To assist practise, below are some examples of questions that you might ask your learner. With experience you can devise your own bank of possible questions. Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of 'telling' and 'Q&A' on how the learner responds to your guidance.

EXAMPLE CLUTCH QUESTIONS

Introduction	Have you seen this diagram before?
What the clutch does	Do you know what the clutch does?
When to use the clutch	When will you need to use the clutch?
How to use the clutch	Do you know how the clutch pedal should be used?
Biting point	How will you be able to tell that you have brought the pedal up far enough?
Clutch control	How will you be able to move, slow and stop the car at very low speed on a flat road or uphill?
Coordination	How should you co-ordinate the clutch with either the accelerator, footbrake and/or gear selection?

Typical clutch faults to expect

- Unsuitable footwear
- Forgetting to use the clutch where necessary
- Not pushing the pedal down far enough to enable gear selection
- Bringing the clutch pedal up too quickly
- Not recognising the biting point
- Setting the accelerator (gas) too low or too high
- Lack of confidence with clutch control resulting in precedence not being given to other road users where appropriate
- Stalling
- Kangarooing
- Riding the clutch
- Not using gas during clutch control for manoeuvring/moving very slowly
- Using the footbrake and clutch together
- Any combination of the above faults.

SKILLS DEVELOPMENT**Use of the gears**

Correct use of the gears is important for safe and eco-friendly car control. Check for previous experience, for example, using bicycle gears when explaining how this mechanism makes work for the engine easier – the lowest gear (first) to move off and drive at a walking pace; second gear to drive at a running pace up to top gear for cruising speeds. You will normally need to demonstrate the palming technique (from the instructor's seat). Depending on how quickly your learner can pick up the skill, you may need to give various prompts, often repeatedly, until the skill is mastered.

Professional tip: Avoid physical contact with your learner's hand.

Instruction method: Practise makes perfect. To assist practise, below are some examples of questions that you might ask your learner. With experience you can devise your own bank of possible questions. Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of 'telling' and 'Q&A' on how the learner responds to your guidance.

EXAMPLE GEAR QUESTIONS

Introduction	Do you know what the manual gears do?
Manual gearbox	Do you know how many gears this car has and what each one does?
Neutral	What is neutral?
First gear	What gear will you normally pull away in?
Second and third gears	Which are your 'working' gears and when do you use them?
Fourth and fifth gears	When will you be able to use the higher gears and what benefits do they give you?
Power/Control & flexibility	Which gears have the greatest and least power?
Changing gear	How will you know when to change gear?
Block changes	Do you need to always change through each gear?
Technique	What technique will you use to select a gear?

Typical gear faults to expect

- Typical faults to anticipate – Not recognising neutral/first gear position
- Not selecting the gear intended
- Too tight or slack grip on the lever
- Incorrect technique for correct gear selection
- Hurried gear selection
- Slow gear changing up causing loss of speed
- Not recognising the need to change up or down gear as appropriate
- Changing up or down too early or too late
- Slipping the clutch in second (or higher gear)
- Unnecessary declutching or declutching too early
- Needlessly moving the steering to the left/right when changing gear
- Forgetting what gear has been selected and looking down at the gear lever.

SKILLS DEVELOPMENT**Use of the steering**

Correct use of the steering is important to ensure that the car follows a safe and accurate course. To ensure this, learners need to look at the road well ahead and must not be allowed to develop the habit of looking down at the gears. The 'pull-push' way of steering can be practised between lessons using something with a circular shape, like a plate, that learners can run through their hands. Depending on how quickly your learner can pick up the skill, you may need to repeat your instruction frequently.

Professional tip: While correcting steering faults, avoid physical contact with your learner's hands.

Instruction method: Practise makes perfect. To assist practise, below are some examples of questions that you might ask your learner. With experience you can devise your own bank of possible questions. Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of 'telling' and 'Q&A' on how the learner responds to your guidance.

EXAMPLE STEERING QUESTIONS

Introduction	Have you seen this illustration before? (Use 'Driving – the Essential Skills')
Grip and hand position	How should you hold the steering wheel?
Driving a straight course	Where should you be looking?
Turning a corner	How should you turn the steering wheel?
"Pull-push" system	What are the advantages of 'feeding' the steering wheel through the hands?
Dealing with obstructions and bends	How much will you need to steer to clear?
Tyre pressures and load	What may make your steering wheel harder to turn?

Typical steering faults to expect

- Tight or slack grip
- High or low hands
- Steering when the car is stationary
- Allowing the steering wheel to spin back on its own
- Crossing the hands when forward turning
- Uneven and uncoordinated steering
- Under- or over-steering
- Inaccurate steering
- Short and shuffly steering (no 'lead' hand to begin turn).

THE REMAINING CONTROLS

Continue with the controls to be used when starting the engine – ignition key and switch (steering lock), ignition and oil warning light. You need only teach the essential controls. This means any ancillary control needed on the day by the learner e.g. wipers if it's raining, lights if it's dark.

ANCILLARY (MINOR) CONTROLS

Lights, horn, wipers, washers, air conditioning and/or fan (ventilation system), fuel and temperature gauges, warning lights, speedometer, rev counter, hazard lights, heated rear screen, rear fog lamps. This can also include the use of satellite navigation and any hands-free mobile phone system that is installed.

VISUAL CONTROLS

The importance of good clear visibility through the windows and the mirrors. Be aware of the blind areas caused by the pillars between the windscreen and the side doors. There will be times when you need to move your head to check the movement of other road users.

DUAL CONTROLS

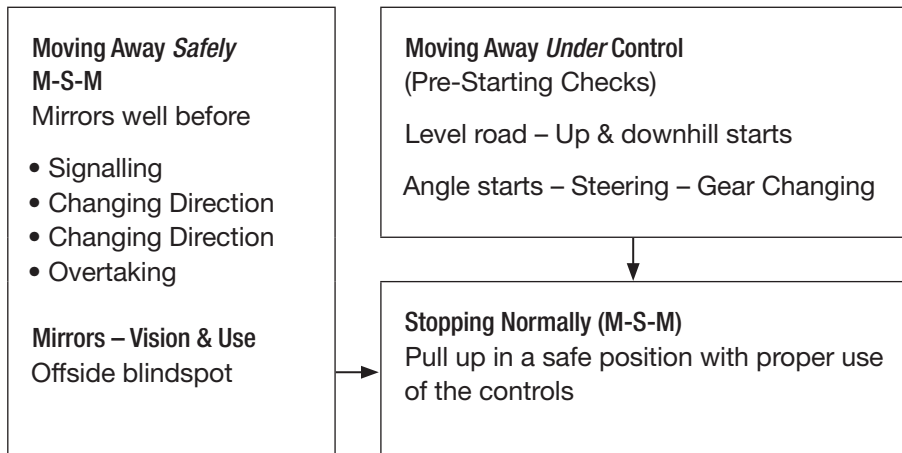
Explain what these are and that you will inform the learner if and when you use them.

PROCEDURE FOR STARTING THE ENGINE

You're ready for your learner to drive for the first time. Move on to the next lesson plan 'Moving Away & Making Normal Stops'.

LESSON II: MOVING AWAY AND MAKING NORMAL STOPS

KEY LEARNING POINTS



Moving the car off for the very first time has to be one of the most exciting and memorable moments for the new learner driver. Talking your learner through the safe routine for moving off and stopping will usually require comprehensive guidance, known as ‘full instruction’. This instruction must be clear and concise, with sufficient detail to enable your learner to carry out the exercise successfully. The words you use are important, as is the timing of the instruction.

STAGE OF ABILITY

- Untrained

RECAP

- 'Cockpit drill' (DSSSM)
- Controls Lesson

CORE OF THE LESSON

Decide in which order to brief and practise the skills to be learnt.

- Prepare. Getting the car ready to move off
- Observe. Making sure it is safe to move off
- Move. Coordinating the controls properly
- The 'Safety Line'. This is the correct road position. Decide the safest distance to be from the kerb or what clearance must be given to obstructions in the road such as parked vehicles.

PRACTISE

- A quiet road is ideal
- The ideal road for this exercise is an oval-shaped crescent with few parked vehicles.
- Learners must not be led into situations that they are not ready for.
- Learners will need to be talked through turning corners and any traffic situations that occur.
- Minimise inconvenience to other road users.

USE OF THE DUAL CONTROLS

Most learners will try their best to follow directions and instructions. Expect unintentional mistakes to happen.

It may well be necessary to use the dual controls or take hold of the steering wheel. Learners need to be told that this has been done and why the action was necessary.

PHRASEOLOGY

Instruction needs to be clear and unambiguous ie

- KEEP IT SHORT & SIMPLE!

Use clear phraseology. To ensure that it works, compare it with your own sequence of driving actions.

Moving away safely

The importance of observation:

- Ahead
- in the interior rear view mirror
- in the exterior mirrors and offside blindspot

First introduction to the 'Highway Code' Driving Plan

- Mirrors Signal Manoeuvre (MSM Routine)

Moving away under control

The importance of:

- not rolling back on an uphill start
- coordinating use of the clutch (biting point) with the accelerator (gas) correctly

Introduce the first steering exercise:

- an angle start

Moving along

The importance of using the mirrors well before:

- signalling
- changing speed
- direction
- overtaking

Stopping normally

The importance of pulling up:

- in a safe road position
- close to the kerb
- using the MSM routine

USEFUL LESSON HINTS

- Use an illustration
- When moving off, the most important places to look are all the mirrors, the offside blindspot and the direction of travel. A nearside blindspot check is unnecessary.
- Locate the place you want your learner to pull up during the briefing
- Dry runs. Consider running through the first attempt with the engine switched off
- Continue practising the exercise, including how and when to change gears.

PHRASEOLOGY – MOVING AWAY AND MAKING NORMAL STOPS

The following phraseology is an example of what you might need to say. Don't assume that this is all you have to say or exactly what you will need to say every time. Your learner may not do what you ask, so you may have to repeat a particular phrase in a different way. You may need to change the words to fit the:

- a) way you speak
- b) particular learner you are instructing
- c) road and traffic conditions that prevail when you are using them

STARTING – ON A LEVEL ROAD

- **Prepare**
 - Handbrake applied
 - Gear lever in neutral
 - Start engine (release key as soon as it starts)
 - Clutch down (keep it down)
 - Left hand on gear lever – palm facing me
 - Select first gear
 - Set gas

- **Observe**
 - Check mirrors
 - Check blindspot
 - Check road ahead
 - Check mirrors again
 - Indicate right (if necessary)
- **Manoeuvre**
 - Release handbrake (when safe)
 - Slowly clutch up
 - When the car moves – keep your feet still

STEERING

- **Safety Line**
 - Steer (slightly) right, then
 - Steer (slightly) left to the safety line
 - Slowly clutch up fully
 - Left foot on the floor
 - Check mirrors
 - A little more gas (if safe)

STOPPING

Just before/past the lamp post on the left, I would like you to park (Example)

- Check Mirrors
- Indicate left (if necessary)
- Cover brake
- Cover clutch
- Steer (slightly) left towards the kerb
- Steer right to a safe parking position
- Gently brake
- Clutch down
- Gently brake to a stop – keep your feet still
- Apply handbrake
- Select neutral – rest feet
- Cancel signal (if necessary)
- Switch the engine off

AN ALTERNATIVE EXAMPLE OF INSTRUCTION FOR MOVING AWAY AND MAKING NORMAL STOPS:

Pre-starting checks and turn on the ignition. Press the clutch down and select first gear. Press down slightly on the accelerator and hold your foot steady, there should be enough power to hear the engine rev but not roar. Find the biting point by gradually easing up off the clutch until the car dips slightly and the engine noise drops. Keep your left foot still.

Before you move off, look in your rear view and door mirrors, and check over your right shoulder to make sure there's no danger in your blind spot. Think very carefully about whether you need to signal or not. Release the handbrake and let the clutch up slowly allowing you to move off.

Before you prepare to pull over, make sure it is safe to do so. Check the rear view, and then door mirrors. Give a signal if there's traffic close behind you or to let road users ahead know of your intentions, and slow your speed by easing your foot off the accelerator.

When pulling over, steer close and parallel to the kerb. Then brake gently until you have completely stopped, pressing down on the clutch as you do so. Secure the car by applying the handbrake, select neutral, and if you did signal now's the time ensure the indicators off.

The distance from the kerb is crucial – if you're too far, you could be an obstruction to passing road users; if your tyres scrape or touch the kerb, you're putting the safety of the vehicle's wheels at risk. Avoid positioning your car where you might inconvenience somebody else, such as in front of a driveway or near any kind of crossing or junction. This is just right.

UPHILL STARTS – AN EXAMPLE OF INSTRUCTION

Moving away from the kerb facing up a hill is trickier than on flat ground, as your car will naturally roll backwards – you have to control the car to prevent this happening.

Pre-starting checks and turn on the ignition. Press the clutch down and select first gear. Press down slightly on the accelerator and hold your foot steady, there should be enough power to hear the engine rev but not roar. Find the 'biting-point', by gradually easing up off the clutch until the car dips slightly and the engine noise drops. Keep your left foot still. Apply slightly more pressure than usual on the accelerator to overcome the slope of the road. If

you stall, don't panic; apply the handbrake, put the gear back to neutral, take a deep breath to calm your nerves, and start again.

Check your rear-view and door mirrors for other road users, with particular attention to any pedestrians that may be crossing behind your car. Check the blind spot over your right shoulder and, if necessary, signal. If it is safe to move off, release the handbrake and slowly ease off the clutch; enough to allow the car to start moving forward. Apply the accelerator, building up more momentum than usual in first gear to counteract the effects of the hill, and drive off into the road.

DOWNHILL STARTS – AN EXAMPLE OF INSTRUCTION

Moving away on a downhill slope is easier, as you can use gravity to aid your progress. However, you must take care to keep control of your vehicle, particularly on steep hills.

Pre-starting checks and turn on the ignition. Press down the clutch and put the car into the appropriate gear, first or second depending on the gradient of the slope. With the clutch down, fully apply the footbrake and release the handbrake.

Check it is safe to move off in the mirrors and don't forget the blind spot. Indicate if necessary. When you've established it is safe to move off, slowly release the footbrake, and your car should begin to roll forward down the hill. Gently release the clutch and transfer your right foot from the brake to the accelerator, pulling into the road.

ANGLE STARTS – ON A LEVEL ROAD

If another car is parked close to your car, you may have to move off at a sharp angle. This procedure is similar to pulling away in a straight line, but you may need to move very slowly in order to give yourself time to steer. Keep the gas at an even rate and, as you let the clutch pedal up to the biting point, the car will start to move. A slight pressure on the clutch pedal will slow you down or bring the car to a stop again.

Ease the clutch up a fraction and you will creep forwards again. Then creep forwards or backwards a few inches at a time whenever you are in a confined space or need to edge forwards to see clearly.

Use the Mirrors-Signal-Manoeuvre (MSM) routine – look in your mirrors, especially the interior and right-door mirrors. If the road behind looks reasonably clear, have a look over your right shoulder into the area not covered by your mirrors – the blind spot. You are looking for vehicles, cyclists or pedestrians coming out of driveways or trying to cross the road. You also need to check the road ahead, making sure that oncoming vehicles aren't on your half of the road. Keep looking all around. Decide whether you need to signal. Before you move, have a final check all around, including blind spots, to make sure that it is still safe.

PHRASEOLOGY – GEAR CHANGES

Depending on your estimate of your learner's ability, you may decide to go through a dry run before live practise.

Example – Gear change up, first to second

- We are now going to select second gear
- Check mirrors, if safe, a little more gas
- Cover clutch
- Hand on gear lever palm towards me
- Clutch down, off gas
- Select second gear
- Slowly clutch up with a little gas
- Check mirrors, if safe, a little more gas

Adapt this phraseology for changing from second to third gear; third to fourth and fourth to fifth gear.

Example – Gear change down third to second

- We are now going to select second gear
- Check mirrors, if safe, gently brake, off brake
- Cover clutch
- Hand on gear lever palm towards me
- Clutch down, off gas (if necessary)

- Select second gear
- Slowly clutch up with a little gas

For initial practice, learners should be introduced to changing down through each gear, but for normal driving they need to be taught block changes, eg fourth to second and third to first as appropriate.

MOVING AWAY AND MAKING NORMAL STOPS – SKILLS DEVELOPMENT

Success depends on developing the skill of controlling the clutch to ensure a safe and smooth drive.

Recap on the previous explanation that the clutch is the link between the engine and the gears. Eg “When you press the clutch pedal you disconnect this link and therefore the engine runs freely without any drive ... when you move off, you need to learn to bring the clutch into play so that the engine can drive the car. This takes practise and the more you have, the better you will become at moving off and gear changing, smoothly”.

Instruction Method: Below are some examples of questions that you might ask your learner when they have practised this exercise sufficiently. With experience you can devise your own bank of possible questions. Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of ‘telling’ and ‘Q&A’ on how the learner responds to your guidance.

Topic Key Point:	Sample Question:
Pre-starting checks	Before starting the engine what safety checks must you make?
Moving Off Under Control	How will you co-ordinate the controls to move away?
Preparation	Is the road flat or are we on a slope?
Coordination	Will you need clutch or footbrake control to move off?
Moving Off Safely	Where will you need to look before moving off?

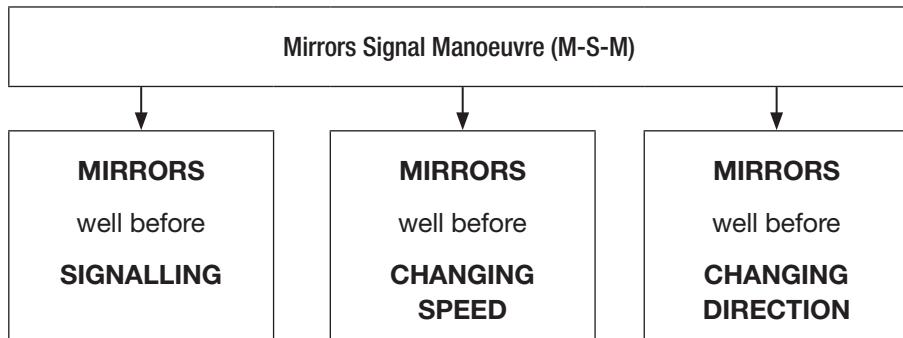
Use of Mirrors	What do you look for in the mirrors?
Right-shoulder check	How can you check the blind spot to your immediate right?
Use of Signals	When will you need to indicate?
Road Positioning	How will you judge your distance from the pavement as you're moving along?
Normal Stop	Where and how are you going to pull in and park?
Mirrors	Before stopping what is the first thing that you must you do?
Signal	When will we need to signal before pulling up?
Manoeuvre	How will you use the controls when pulling up?
Position	Where will you stop and how far from the kerb should you be?

Typical faults to anticipate

Not making effective use of the mirrors before:	Moving off; signalling; changing direction; overtaking; slowing or stopping
	Not looking over the right shoulder before moving off.
	Not signalling or signalling incorrectly
	Stalling
	Rolling back when moving off uphill and/or 'kangarooing'
	Pulling up in an unsafe position
Gear changing	Mis-selection of gears and poor coordination with gas and clutch
	Loss of road speed when changing up

LESSON III: USE OF MIRRORS

KEY LEARNING POINTS



“To know where you’re going, you have to know where you’ve been.”

A good driving style depends on a full awareness of not only what can be seen ahead, but also, what is happening on both sides and behind the car.

STAGE OF ABILITY

- Partly-Trained

RECAP

- Use of Mirrors

CORE OF THE LESSON

- How will you link previous learning?

- Does your learner know why:
 - the mirrors must be checked on particular occasions?
 - it is necessary and important to look over the right shoulder before moving off?
- Does your learner know:
 - which mirror(s) to use and when?
 - what to look for in the mirror(s)?
 - the different types of glass used in the interior and exterior mirrors?

PRACTISE

- Use of the MSM Driving Plan

Development of hazard recognition. Just looking in the mirrors is not enough. Learners must see what is there

- Mirrors – The importance of:
 - checking for traffic following closely by using the interior mirror
 - use of the outside mirrors when and where necessary.
- Using the appropriate mirrors well before:
 - signalling
 - changing speed
 - changing direction
 - overtaking.

PHRASEOLOGY

Probably the most frequently used instruction phrase is:

“Mirrors – off gas.”

Typical instruction may be:

“Check mirrors before you...”

Develop this instruction to:

“What’s following behind?”

“What is the vehicle behind doing now?”

“What can we do about the closely following driver?”

USEFUL LESSON HINTS:

- Use the illustrations in ‘Driving – The Essential Skills’ to introduce or review the key lesson points.
- Making unnecessary head movements to check the interior mirror is wrong and potentially dangerous.
- On an ADI Part 3 test you will also be expected to deal with the emergency stop in the same period.

Plan your time efficiently. Be guided by any local knowledge.

Begin with a short recap on use of mirrors.

On the drive to the emergency stop site, give corrective instruction on use of mirrors where this is needed.

USE OF MIRRORS – SKILLS DEVELOPMENT

To be able to respond safely to hazards ahead, drivers need to know what traffic is doing behind and to the sides of the car. The system of driving taught to new drivers is taken from the ‘Highway Code’. “Mirrors Signal Manoeuvre” (MSM) provides the foundation of every driving instructor’s lesson plan. This routine provides the driving plan for all hazards and is the foundation of the System of Car Control advocated by expert advanced drivers.

Instruction Method: Below are some examples of questions that you might ask your learner. With experience you can devise your own bank of possible questions. Questions used must be appropriate

to the learner and the circumstances of the lesson. Judge the balance of ‘telling’ and ‘Q&A’ on how the learner responds to your guidance

Topic Key Point:

Mirrors

Sample Question:

Where must you regularly check as you drive along?

Set up – vision	How did you set the mirrors as part of your cockpit drill?
Types of glass	What are the two types of glass used and how does this affect what you can see in each mirror?
Blindspot	What does the offside mirror help minimise?
Driving plan	What is the first aspect of your driving plan?
Mirror use	When, specifically, must you use your mirrors?
Effective use	Why is just checking the mirrors not enough?

Typical faults to anticipate

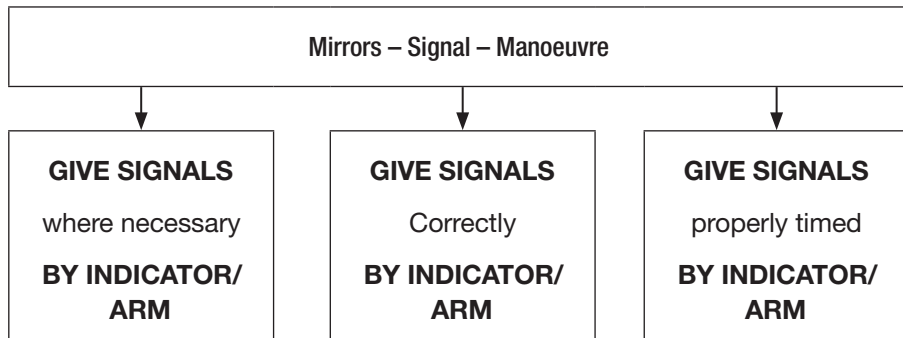
Not setting or adjusting the mirrors from a normal driving seat position.

Ineffective use of mirrors before:

- signalling
- changing direction
- changing speed
- overtaking.

LESSON IV: USE OF SIGNALS

KEY LEARNING POINTS



Signals are the most obvious means of communication between drivers and all other road users. They are usually given by direction indicator but can also be given by arm. Sometimes we complain about the lack of signals from other drivers. We should, instead, identify how a driver's intention may be determined by where he or she is looking, the vehicle's speed and position, or the direction where the front wheels are pointing.

STAGE OF ABILITY

- Partly-Trained

RECAP

- Use of signals

What knowledge does your learner have about using the indicator for

signalling? What are the other ways that the vehicle can indicate a driver's intention to head in a particular direction?

CORE OF THE LESSON

- How will you link previous learning?

USEFUL LESSON HINTS:

- Use the illustrations in the 'Highway Code' and 'Driving – The Essential Skills' to introduce or review the key lesson points.
- Encourage the thoughtful use of signals, including the use of arm signals to reinforce normal use of indicators.
- Anticipate the meaning of brake lights or hazard warning lights as a signal from vehicles in front.
- Include correct use of the horn when moving or stationary.
- The acceptability of courtesy signals (such as raising the left hand to thank another driver).
- On an ADI Part 3 test you will also be expected to deal with pedestrian crossings in the same period.

ADDITIONAL USEFUL LESSON HINTS:

- Teach the meaning of signals given by other road users by:
 - Flashing the headlamps.
 - Arm (particularly pedal cyclists and horse riders).

PHRASEOLOGY

“Indicate left.”

“Indicate right.”

Develop this instruction to:

“Do you need to signal before moving away?”

“At what point will you need to signal?”

“Has your signal cancelled?”

SKILLS DEVELOPMENT

Correct signals must be given where they are needed and in plenty of time. This skill is a key element of the system of driving taught to new drivers and developed by expert advanced drivers – Mirrors Signal Manoeuvre (MSM). MSM provides the foundation of every driving instructor’s lesson plan.

Instruction Method: Below are some examples of questions that you might ask your learner when they have practised sufficiently. With experience you can devise your own bank of possible questions. Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of ‘telling’ and ‘Q&A’ on how the learner responds to your guidance.

Topic Key Point:	Sample Question:
Signals by direction indicator	How do you normally communicate with other road users?
Signal use	When will you usually need to indicate?
Signal timing	At what point should any necessary signal be given?
Correct signals	What must you ensure about your signal?
Signals by arm	When might you need to give an arm signal?
Arm signal use	How do arm signals help other road users?
Use by other road users	Which road users can only use arm signals?

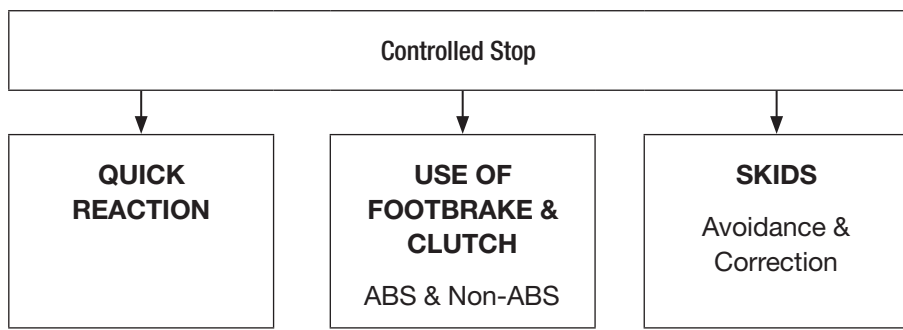
Typical faults to anticipate

- Signals not given correctly, in good time or where necessary
- Unnecessary signals.

Finally, as with all driving practise under instruction, complete the instructional core competencies by being sure that your learner knows and understands the causes of any driving faults and the solutions that you have provided.

LESSON V: EMERGENCY STOP

KEY LEARNING POINTS



Having instructed an untrained learner to move off and make a normal stop, you need to decide on which lesson to introduce the emergency stop exercise.

With good anticipation there should seldom be a need for any driver to have to perform an emergency stop as opposed to a normal stop. Other road users do make mistakes that can create emergency situations, for instance, a child running out into the road. Where a learner is also taking private practise, and as this will probably be in a car without dual controls, you should introduce this exercise sooner rather than later in the course of lessons. This lesson and subsequent practise must take place well before the day of the driving test.

STAGE OF ABILITY

- Partly-Trained

RECAP

- Anticipation and Normal Stops

CORE OF THE LESSON

- Quick reaction

The importance of reacting promptly to your “Stop” signal.

- Use of footbrake

The importance of braking firmly and recognising the ABS pulsating.

- Use of clutch

The acceptability of simultaneously depressing the clutch in an ABS vehicle maintaining car control and stability.

- Skid avoidance

The importance of:

- assessing the condition of the road surface
 - using the car’s controls properly.
- Skid correction
- The importance of:
 - identifying the different types of skid
 - removing the cause of the skid
 - using the car’s controls to correct the skid

PRACTISE

- Chose a very quiet road and ensure that there is no following traffic
- Link previous knowledge about anticipation and normal stops to this lesson. This should include theory knowledge eg:
 - a car’s shortest stopping distances
 - that stopping distances increase greatly at higher speeds or on slippery road surfaces

PHRASEOLOGY

Your phraseology is quite simply:

“Stop!”

You should then instruct your learner to:

“Carry on driving” (when safe).

Try to correct any fault(s) on the move, otherwise direct your learner to:

“Pull up in a convenient place.”

USEFUL LESSON HINTS:

- On a driving test this exercise is marked/assessed in the ‘controlled stop’ category
- Ensure that you choose a suitable site for the exercise. The standard signal we use is to raise the right hand level above the knee, facing forwards, and say “STOP” loudly. Before you give this signal, make sure that you have checked your instructor’s dual mirror and over your own right shoulder.
- Dry runs. Consider running through the first attempt while the vehicle is stationary with the engine switched off. Check for your learner accidentally pressing the gas pedal.
- Providing that the learner shows ability, it is acceptable to practice this exercise at speeds over 30mph, providing that the location is safe and the speed is within the legal limit.
- Use the illustrations in the ‘Driving – The Essential Skills’ to help you to introduce skid correction. Skid control is a specialist area of driving. Keep to the basics, you do not need to go into great detail at this stage of learning to drive.
- Once the exercise is complete, do not debrief while still blocking the road.
- Do move to a safe position on the left before assessing the performance.
- Ensure that your learner looks over both shoulders before moving away.

- On an ADI Part 3 test you will also be expected to instruct on the general use of the mirrors in the same lesson period. When formatting your lesson plan you should therefore ask about any previous instruction on the use of mirrors.

THE EMERGENCY STOP – SKILLS DEVELOPMENT

Reading the road well ahead will develop good hazard perception skills. No driver is perfect and there can be a need sometimes to have to perform an emergency stop. Learners must be encouraged to adapt a post-test driving style that does not rely on repeated heavy braking.

All new cars have had anti-lock brakes (ABS) fitted following a European Union mandate that came into force in July 2004. New drivers may well buy a car manufactured before this time, so you do need to cover the braking technique in a car not fitted with ABS.

Instruction Method: Below are some examples of questions that you might ask your learner. With experience you can devise your own bank of possible questions. Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of 'telling' and 'Q&A' on how the learner responds to your guidance.

Topic Key Point:	Sample Question:
Importance	When might you have to carry out an emergency stop?
Stopping distances	Do you know your shortest stopping distances?
Reaction time	How will you need to respond to the emergency?
Braking	How will you need to brake?
De-clutching	When should you de-clutch?
Handbrake	When should you apply the handbrake?
Hands	Where must your hands be when you stop?
Skid causation	What are the main causes of skids?

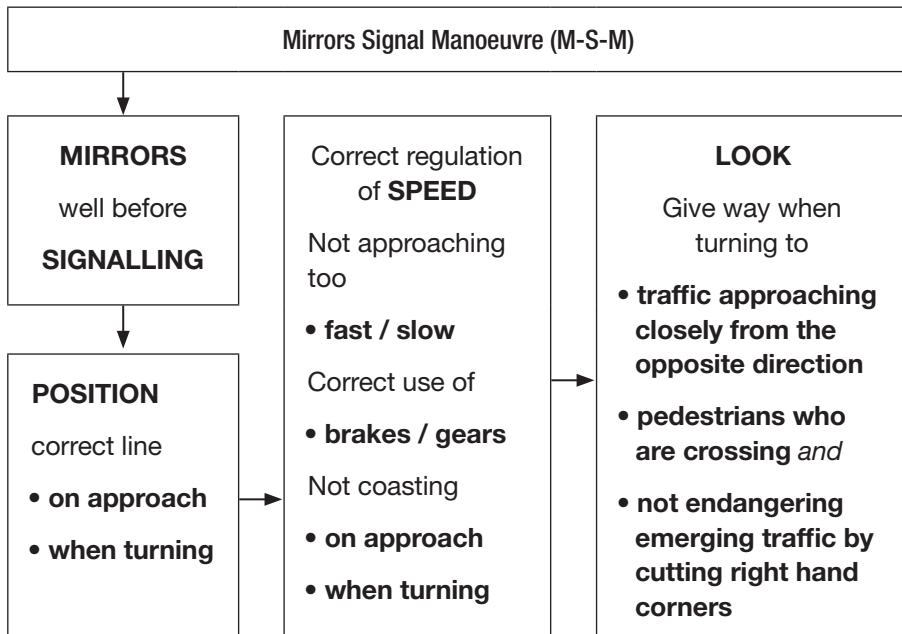
Skid avoidance	How can we avoid a skid?
Types of skid	What types of skid are there?
Skid correction	How would you correct each type?

Typical faults to anticipate

- Panicking
- Not reacting promptly
- Braking too hard or too gently
- Simultaneously braking and de-clutching (non-ABS car)
- Applying the handbrake before the vehicle has stopped
- Not keeping both hands on the steering wheel when stopping
- Not recognising the condition of the road surface and/or correcting any skid
- Using the mirrors before stopping
- Not moving away safely after the exercise.

LESSON VI: APPROACHING JUNCTIONS – MAJOR TO MINOR

KEY LEARNING POINTS



Keeping to the Driving Plan, Mirrors – Signal – Manoeuvre (MSM) is a simple and easy way to ensure success when teaching learners to drive. MSM is the common theme throughout most of the driving lessons that you will deliver. It is first introduced during the moving off and stopping exercise, then it will be repeated during the next lesson, approaching junctions.

Where possible, the location chosen should lend itself to turning from major roads to minor roads before commencing on emerging at junctions.

STAGE OF ABILITY

- Partly-Trained

RECAP

- Any previous attempts at turning corners
- Steering technique – following a safety line keeping a safe distance from the kerb and any parked cars or obstructions. Agree on use of pull-push/ rotational steering techniques.

CORE OF THE LESSON

- Decide whether you are going to teach left or right turns first, or will you teach both together?
- Does your learner know how to locate a turn?
 - Breaks in the building or hedge line
 - Street furniture
 - Road markings
- Anticipation
Being prepared to give way before turning to pedestrians who are crossing the road

Mirrors Signal Manoeuvre (MSM)

The need to use the 'MSM Driving Plan' – a safe system of approach

Mirrors

The importance of

- checking for traffic following closely by using the interior mirror
- using the outside mirrors when and where necessary

Signal

The importance of signalling:

- in good time
- for the benefit of traffic/pedestrians that can or cannot yet be seen

Position

The importance of:

- being in the correct road position for turning left or right
- making sure for yourself that it is safe for your learner to steer into any new position for turning
- watching for your learner swinging out before turning left or staying over to the left before turning right from a wide road

Speed

The importance of:

- instructing your learner to use the correct amount of gentle braking to bring the speed down in enough time to select and engage the gear – probably second (though not always)
- watching your learner to ensure that the clutch isn't pushed down before or when turning the corner (not coasting).

Look

The importance of observation. Look:

- ahead for traffic approaching closely
- into the minor road for pedestrians who are crossing
- in the appropriate exterior mirror for any overtaking vehicles
- for your learner steering too soon causing the kerb to be mounted or a corner to be cut

USEFUL LESSON HINTS

- Use illustrations as frequently as you feel necessary.
- Try and teach left turns first if you can (You are less likely to need to stop!)
- Decide how the point of turn and the amount of steering differs between sharp and gentle corners.
- Teach the Pull-Push steering technique recommended in the 'Driving – The Essential Skills'

- If your learner continues to struggle with steering around a corner offer a demonstration

PHRASEOLOGY

The following concise phraseology is an example of what you might need to say. Don't assume that this is all you have to say or exactly what you will need to say every time. Your learner may not do what you ask, so you may have to repeat a particular phrase in a different way. You may need to change the words to fit the:

1. way you speak
2. particular learner you are instructing and
3. road and traffic conditions that prevail when you are using them.

TURNING LEFT – MAJOR TO MINOR

- Mirrors Take the next road on the left
 Check the interior mirror first
- Signal Indicate left
- Position Maintain safety line
- Speed Less gas / gently brake
 Off brake
 Select second gear
- Look (Check left door mirror)
 Check ahead and look left
 At the corner, steer left
 Two-thirds of the way round
 Steer right to keep to the safety line
 Check mirrors
 If safe, a little more gas

TURNING RIGHT – MAJOR TO MINOR

- Mirrors Take the next road on the right
 Check the interior mirror first
- Signal Indicate right
- Position Position just left of centre
- Speed Less gas / gently brake
 Off brake
 Select second gear
- Look (Check right door mirror)
 Check ahead and look right
 Towards the centre of the side road, steer right
 Two-thirds of the way round
 Steer left to keep to the safety line
 Check mirrors
 If safe, a little more gas
 Select third gear (if appropriate)

AN ALTERNATIVE EXAMPLE OF INSTRUCTIONAL GUIDANCE/COMMENTARY

All junctions require the Mirrors Signal Manoeuvre routine (MSM) on approach.

You can see the turn ahead, always check your:

- Mirrors first; begin with your interior rear-view mirror and then check your door mirror on the side you are turning.
- Signal; do this even if you can't see anyone else on the road. There may well be traffic in the road you are turning into.
- The manoeuvre is broken down into three sections: Position, Speed and Look.
- Position the car depending on whether you are going to go straight on, turn left or turn right. Keep the car in your normal driving position if you are turning left, or close to the centre line if you are turning right.
- Slow your speed by easing off the gas pedal and braking sufficiently. It is usual to be in second gear when turning off from a main road, although if you are turning right and have to cross oncoming traffic, you may need to change down to first gear. If necessary, use the footbrake to stop completely until it is safe to turn.
- Look. What do you see? As well as oncoming traffic, keep checking for any obstacles and pedestrians. Is it safe to go or do you need to give way to other road users? Complete the turn safely.

Once you have joined the new road, straighten the car's position and ensure that your indicator signal is turned off.

Check your mirrors and continue at an appropriate speed.

SKILLS DEVELOPMENT

Most traffic collisions happen at road junctions. This is because they are the most common place where motor vehicles and other road users come into close proximity with each other. To reduce this risk, judgements must be based on best practice and instructors have a professional responsibility to exercise full control of the lesson and the learner's likely actions.

Instruction Method: Below are some examples of questions that you might ask your learner when they have practised sufficiently. With experience you can devise your own bank of possible questions. Questions used must be

appropriate to the learner and the circumstances of the lesson. Judge the balance of 'telling' and 'Q&A' on how the learner responds to your guidance.

Topic Key Point:	Sample Question:
Types	What types of junction do you know of?
Location	How do you spot a junction?
Mirrors	How do you check for following traffic?
Signal	When should you state your intention?
Position	At what point should you position correctly?
Speed	When will you slow by deceleration/ braking?
Gear	At what point will you change gear?
Look	Before turning where must you check and what are you looking for?

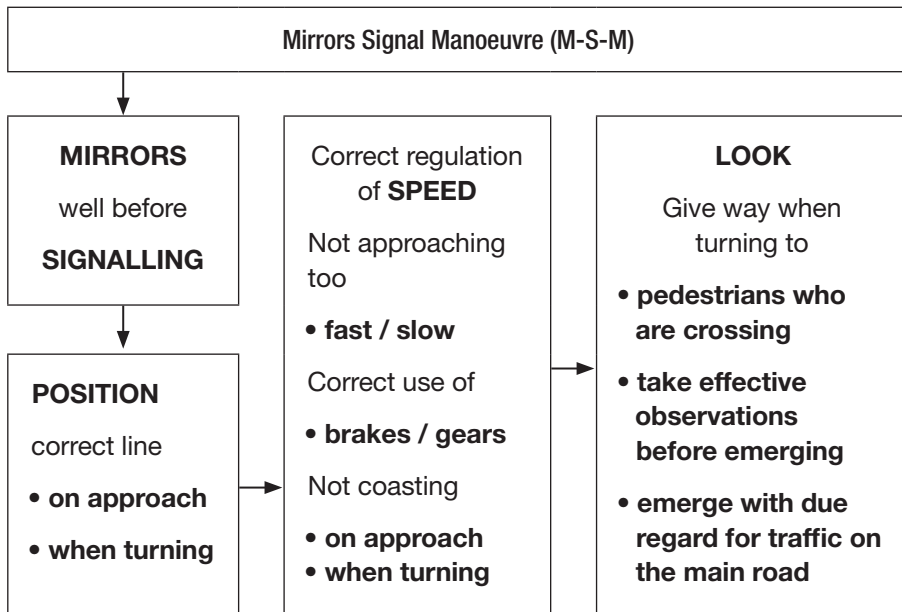
Typical faults to anticipate

- Not recognising the junction in time
- Not making effective use of the mirrors well before signalling or changing direction
- Checking mirrors and signalling/changing direction simultaneously
- Incorrect position on approach
- Positioning too late
- Approaching too fast/slow
- Not braking sufficiently before gear changing
- Coasting
- Not giving way to pedestrians who are crossing or approaching traffic when turning right

And finally, as with all driving practise under instruction, complete the instructional core competencies by being sure that your learner knows and understands the causes of any driving faults and the solutions that you have provided.

LESSON VII: APPROACHING JUNCTIONS – MINOR TO MAJOR

KEY LEARNING POINTS



Teach the Driving Plan, Mirrors – Signal – Manoeuvre (MSM). MSM is the common theme throughout most of the driving lessons that you will deliver. Beginning with the moving off and stopping exercise, then it is repeated when instructing on approaching junctions, whether you are teaching your learners to turn into or emerge out of.

STAGE OF ABILITY

- Partly-Trained

RECAP

- Any previous attempts at emerging minor to major

Depending on your locality, your learner should normally have turned left and right several times from major to minor roads. You will then be in a position to transfer previous learning to this new subject.

CORE OF THE LESSON

- Decide whether you are going to teach left or right turns first, or will you teach both together?
- Give way before emerging to pedestrians who are crossing the road
- Waiting behind the double broken white lines in order to give way to any approaching traffic
- Judgement of the speed and distance of any approaching traffic

Mirrors Signal Manoeuvre (MSM)

The need to use the 'MSM Driving Plan' – a safe system of approach

Mirrors

The importance of

- checking for traffic following closely by using the interior mirror
- use of the outside mirrors when necessary

Signal

The importance of signalling:

- in good time
- for the benefit of traffic/pedestrians that can or cannot yet be seen

Position

The importance of:

- being in the correct road position for turning left or right
- making sure for yourself that it is safe for your learner to steer into any new position for turning
- watching for your learner swinging out before turning left or staying over to the left when turning right from a wide road

Speed

The importance of:

- instructing your learner to use the correct amount of gentle braking to bring the speed down in time to select and engage the right gear. This will probably be first (though not always).
- watching your learner to make sure that the clutch pedal is not pressed down too early on the approach (not coasting)

Look

The importance of zones of vision. Watch for:

- road markings. Are they 'Give Way' or 'Stop'
- overtaking vehicles in the appropriate exterior mirrors
- pedestrians who are crossing the road
- motorcyclists – Do 'Think Bike!'
- your learner NOT making the necessary observations in both directions

Ensure that your learner does not cause another vehicle to change speed or direction when emerging

USEFUL LESSON HINTS:

- Where possible, teach major to minor turns before introducing this exercise
- Start by teaching left turns first if you can (because these are easier).
- Use the Prepare – Observe – Manoeuvre (POM) Routine (introduced

during the move away exercise) as the procedure for emerging at junctions.

- Decide how the “point of turn” and amount of steering may vary at different junctions.
- Continue to use the (Pull-Push) steering technique recommended in the ‘Driving – The Essential Skills’.

PHRASEOLOGY

The following concise phraseology is an example of what you might need to say. Don’t assume that this is all you have to say or exactly what you will need to say every time. Your learner may not do what you ask, so you may have to repeat a particular phrase in a different way. You may need to change the words to fit the:

1. way you speak
2. particular learner you are instructing and
3. prevailing road and traffic conditions.

LEFT – MINOR TO MAJOR

	Take the next road on the left
Mirrors	Check the interior mirror first
Signal	Indicate to the left
Position	Maintain safety line
Speed	Less gas / gently brake
	As there is limited vision, be prepared to stop at the broken white lines
	(Check left door mirror)
	Steer slightly to the left
	Select first gear
Prepare	Have the car ready to move off
Look	Take effective observations (looking both ways)
Observe	Move forwards under clutch / brake control
Move	Steer left and then right to the safety line
Check mirrors	If safe, a little more gas
	Select second gear

TURNING RIGHT – MAJOR TO MINOR

	Take the next road on the right
Mirrors	Check the interior mirror first
Signal	Indicate to the right
Position	Position just left of centre
Speed	Less gas / gently brake
	As there is limited vision, be prepared to stop at the broken white lines
	(Check right door mirror)
	Select first gear
Prepare	Have the car ready to move off
Look	Take effective observations (Looking both ways)
Observe	Move forwards under clutch / brake control
Move	Steer right and then left to the safety line
Check mirrors	A little more gas (if safe)
	Select second gear

AN ALTERNATIVE EXAMPLE OF INSTRUCTIONAL GUIDANCE/COMMENTARY

All junctions require the Mirrors Signal Manoeuvre routine (MSM) on approach.

When turning onto a main road you must always give way. This will be shown by the broken white line at the junction. However, if there is a solid white line you must always come to a complete stop, whether there is traffic approaching or not.

You can see the junction ahead, always check your:

- Mirrors first; begin with your interior rear-view mirror and then check your door mirror on the side you are turning.
- Signal; do this even if you can't see anyone else on the road. There may well be traffic in the road you are turning into. Giving a direction indicator signal lets others know which way you are turning.

The manoeuvre is broken down into three sections: Position, Speed and Look:

- Position the car depending on whether you are going to go straight on, turn left or turn right. Position the car in your normal driving position if you are turning left, or close to the centre line if you are turning right.
- Slow your speed by easing off the gas pedal and braking sufficiently. It is usual to select first gear when emerging onto a main road.
- Look carefully for approaching traffic as you reach the junction. If you need to wait for more than a short time for a big enough break in the traffic, you will need to apply the handbrake. It is always better to be patient, and wait for a bigger gap in the traffic, rather than causing a dangerous situation or causing other road users inconvenience.

Once you have emerged onto the major road, straighten the car's position. Do ensure your indicators are switched off, make an interior mirror check and gently accelerate to an appropriate speed.

SKILLS DEVELOPMENT

Most traffic collisions happen at road junctions. This is because they are the most common place where motor vehicles and other road users come into close proximity with each other. To reduce this risk, judgements must be based on best practice and instructors have a professional responsibility to exercise full control of the lesson and the learner's likely actions.

Instruction Method: Below are some examples of questions that you might ask your learner when they have practised sufficiently. With experience you can devise your own bank of possible questions. Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of 'telling' and 'Q&A' on how the learner responds to your guidance.

Topic Key Point:	Sample Question:
Types and Location	What are the types of junction and how do you spot them?
Mirrors	How do you check for following traffic?
Signal	When should you state your intention?
Position	At what point should you position correctly?
Speed	When will you slow by deceleration/ braking?
Gear	At what point will you change gear?
Look (Approach)	What is your 'Zone of Vision'?
Look (Observation)	What type of road user must you look out for?
Look (Emerging)	What must you avoid when emerging?

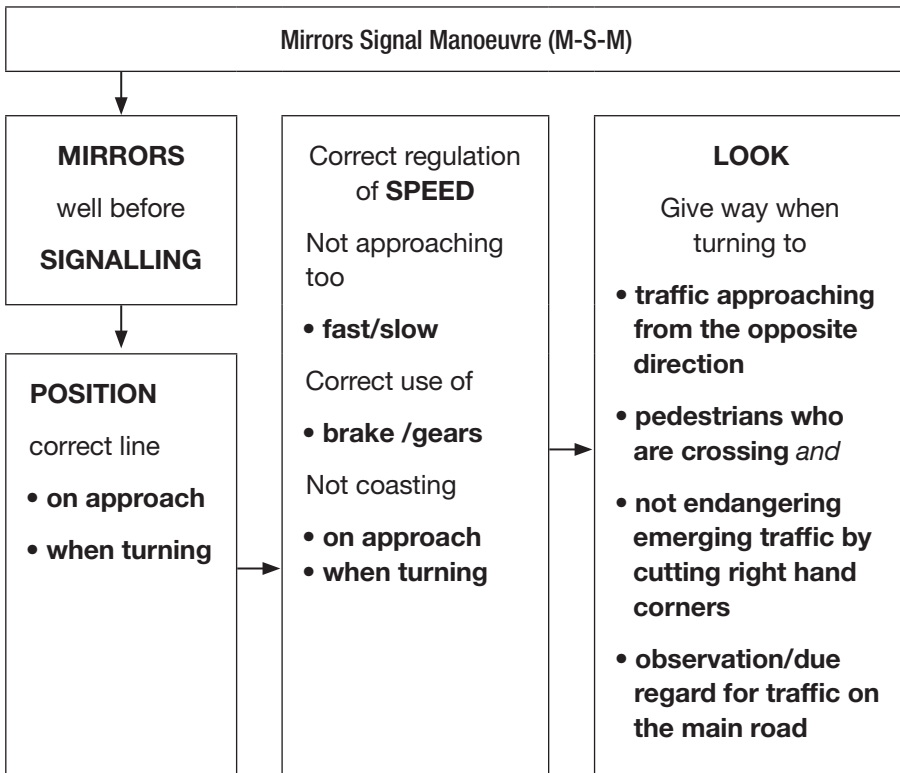
Typical faults to anticipate

- Not recognising the junction in time
- Not making effective use of the mirrors well before signalling or changing direction
- Checking mirrors and signalling/changing direction simultaneously
- Incorrect position on approach
- Positioning too late
- Approaching too fast/slow
- Not braking sufficiently before gear changing. Coasting
- Not looking both ways on approach
- Not giving way to pedestrians who are crossing
- Not properly observing 'Give Way' or 'Stop' lines
- Emerging without due regard for approaching traffic / undue hesitancy

And finally, as with all driving practise under instruction, complete the instructional core competencies by being sure that your learner knows and understands the causes of any driving faults and the solutions that you have provided.

LESSON VIII: CROSSROADS

KEY LEARNING POINTS



The Driving Plan, Mirrors – Signal – Manoeuvre (MSM) is the common theme throughout most of the driving lessons that you will deliver. It should be taught when instructing on all approaches to road junctions including crossroads.

STAGE OF ABILITY

- Partly-Trained

RECAP

- Dealing with Junctions

Before going onto Crossroads your learner should normally have turned left and right several times from major to minor roads and minor to major roads. You will then be in a position to transfer previous learning to the new subject.

CORE OF THE LESSON

- How will you link previous knowledge about junctions to crossroads?
- What are you going to teach first?
 - Proceeding ahead with/without priority
 - Turning left or right with/without priority
- Will you have to start by teaching a mix of these?
- How will you deal with:
 - Unmarked Crossroads / Traffic Lights

Mirrors Signal Manoeuvre (MSM)

The need to use the 'MSM Driving Plan' – a safe system of approach

Mirrors

The importance of:

- checking for traffic following closely by using the interior mirror
- use of the outside mirrors when necessary

Signal

The importance of signalling:

- in good time
- for the benefit of traffic/pedestrians that can or cannot yet be seen

Position

The importance of:

- being in the correct road position for
 - proceeding ahead or turning left
 - turning right taking into account
 - the type and size of the crossroads
 - the movement of any approaching traffic
- making sure for yourself that it is safe for your learner to steer into any new position for turning

Do watch your learner for positioning faults!

Speed

The importance of:

- instructing your learner to use the correct amount of gentle braking to bring the speed down in time to select and engage the gear
- watching for your learner coasting

Look

The importance of zones of vision. Watch for:

- pedestrians who are crossing
- traffic from any direction including
 - emergency vehicles
 - stolen vehicles
- overtaking vehicles viewed in either of the exterior mirrors
- your learner NOT making the necessary observations

USEFUL LESSON HINTS:

- Use illustrations as frequently as you feel necessary
- Focus the lesson on the correct:
 - observations
 - responses to be made (eg to turn right offside to offside or nearside to nearside)
- Having practised crossroads your learner can then progress onto:
 - dealing with all types of roundabout, including mini-roundabouts

PHRASEOLOGY

Adapt junction phraseology to suit different road and traffic situations at crossroads.

Don't assume that this is all you have to say or exactly what you will need to say every time. Your learner may not do what you ask, so you may have to repeat a particular phrase in a different way. You may need to change the words to fit the:

1. way you speak
2. particular learner you are instructing and
3. road and traffic conditions that prevail when you are using them.

AN EXAMPLE OF INSTRUCTIONAL GUIDANCE/COMMENTARY

Crossroad layouts vary so pay careful attention to road markings and traffic signs.

As you approach, remember: mirrors, signal, and get in position. Reduce your speed even if you are travelling ahead, and keep looking. Observation is the key to safety at crossroads, be prepared for the unexpected – vehicles don't always give way or stop as we would.

Take extra care when turning right if an approaching vehicle is also turning right. You can either turn nearside to nearside, passing passenger doors, or offside to offside, passing driver's side doors. The choice depends on the

size and the shape of the junctions, the road markings and the position of the vehicles. Get eye-contact with the approaching driver, this helps to determine who might go first.

SKILLS DEVELOPMENT

Crossroads are a type of road junction. There are different kinds of crossroads, some may or may not have road markings and others may be controlled by traffic lights. You must be sure that your learners have reached a stage of ability where they are ready and able to follow your instructions, especially if the crossroads is complex.

Instruction Method: Below are some examples of questions that you might ask your learner when they have practised sufficiently. With experience you can devise your own bank of possible questions. Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of 'telling' and 'Q&A' on how the learner responds to your guidance.

Topic Key Point:	Sample Question:
Types	What types of crossroads have you come across?
Location	How do you spot crossroads?
Mirrors	How do you check for following traffic?
Signal	When should you state your intention before a turn?
Position	At what point should you position correctly?
Speed	When will you slow by deceleration/braking?
Gear	At what point will you change gear?
Look (Approach)	Where must you always look on your approach?
Look (Position – Turning Right)	Where will you need to position when turning right?
Look (Observation)	What type of road user must you look out for?
Look (Emerging)	What must you avoid when emerging?

Typical faults to anticipate

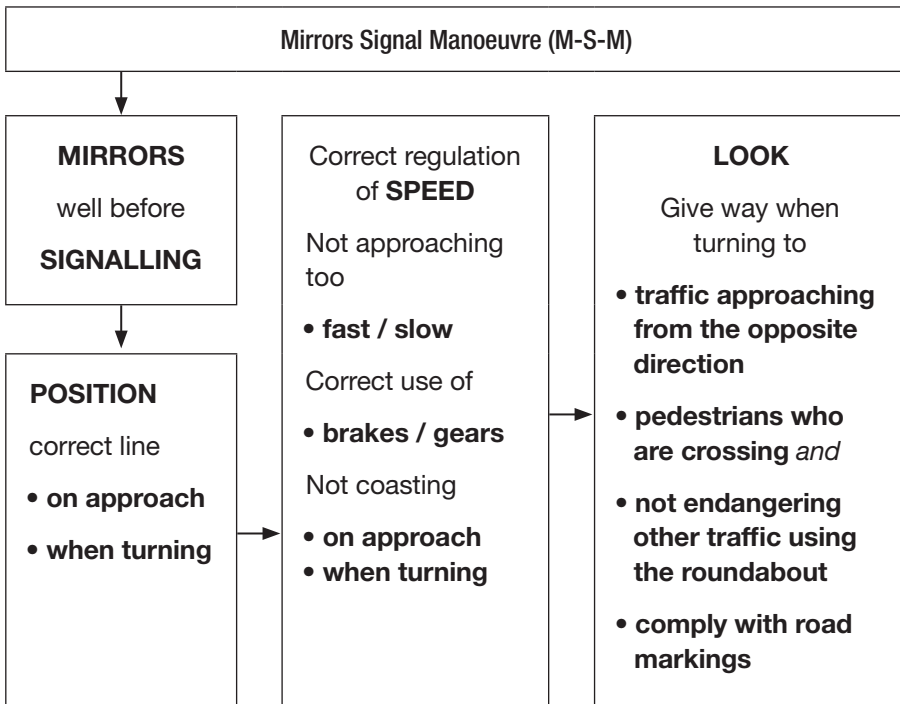
- Not recognising the crossroads in time.
- Not making effective use of the mirrors well before signalling or changing direction.
- Checking mirrors and signalling/changing direction simultaneously.
- Incorrect position on approach.
- Positioning too late.
- Approaching too fast/slow.
- Not braking sufficiently before gear changing. Coasting.
- Inappropriate position for turning right.
- Not giving way to pedestrians who are crossing.
- Not properly observing 'Give Way' or 'Stop' lines.
- Emerging without due regard for approaching traffic/undue hesitancy.

The DSA do not have a Pre-Set ADI Test that specifically covers roundabouts. Many roundabouts are converted crossroads, designed specifically to help keep traffic moving. Where possible, move on to teach all types of roundabouts, once you have covered and practiced crossroads sufficiently.

Finally, as with all driving practise under instruction, complete the instructional core competencies by being sure that your learner knows and understands the causes of any driving faults and the solutions that you have provided.

LESSON IX: APPROACHING ROUNDABOUTS

KEY LEARNING POINTS



Many roundabouts are converted crossroads, designed specifically to help keep traffic moving. The Driving Plan, Mirrors – Signal – Manoeuvre (MSM) should be taught when instructing on all approaches to road junctions including roundabouts.

STAGE OF ABILITY

- Partly-Trained

RECAP

- Dealing with junctions including crossroads

Before going onto roundabouts your learner should normally have been introduced to and practised T-junctions and crossroads. You will then be in a position to transfer previous learning to the new subject.

CORE OF THE LESSON

- How will you link previous knowledge about junctions to roundabouts?
- What are you going to teach first?
 - Turning left
 - Proceeding ahead
 - Turning right
- Will you have to start by teaching a mix of these?
- How will you deal with:
 - Mini-roundabouts

Mirrors Signal Manoeuvre (MSM)

The need to use the 'MSM Driving Plan' – a safe system of approach

Mirrors

The importance of:

- checking for traffic following closely by using the interior mirror
- use of the outside mirrors when necessary

Signal

The importance of signalling:

- in good time
- for the benefit of traffic/pedestrians that can or cannot yet be seen

Position

The importance of:

- being in the correct road position for
 - turning left
 - proceeding ahead
 - turning right
 - the type and size of the roundabout
- the movement of approaching traffic, particularly from the right

Speed

The importance of:

- instructing your learner to use the correct amount of gentle braking to bring the speed down in time to select and engage the gear
- watching for your learner coasting

Look

The importance of zones of vision. Watch for:

- pedestrians who may be crossing the approach to the roundabout or exit roads
- traffic crossing in front of you – most importantly vehicles that are going to leave at the next exit
- traffic straddling lanes or positioned incorrectly
- motorcyclists
- cyclists and horse riders (who must stay in the left hand lane but signal right if they intend to go around the roundabout)
- long vehicles – they may have to move across several lanes, so be careful and watch for their signals.

USEFUL LESSON HINTS

- Use illustrations as frequently as you feel necessary. Refer directly to the 'Highway Code' for advice on turning left, going straight on and turning right
- Focus the lesson on the correct:
 - Observations. On approach to many roundabouts there should be a direction sign that will indicate the shape of the roundabout and how many exits there are in total. Checking the mirrors is important, but also watch the car in front of you. Many crashes at roundabouts occur as drivers rear-end the car in front of them. This is because they are watching the traffic on the roundabout not the traffic waiting to get on it. Make sure the vehicle has actually moved away before your learner starts to move forward.
 - Speed and gear. On approach, get these correct and if the way is clear, on many occasions your learner will be able to merge with the moving traffic without stopping.
 - Response. Always keep an eye on your mirrors but most importantly watch the car in front of you. Also what other cars are telling you with their indicators might not be what they are actually about to do!
- Explain that mini-roundabouts follow the same 'Highway Code' rules as bigger roundabouts. Also, when it comes to multiple and satellite roundabouts systems, deal with each separately, treating it as you would treat a normal roundabout.

PHRASEOLOGY

Adapt junction phraseology to suit different road and traffic situations at roundabouts.

Don't assume that this is all you have to say or exactly what you will need to say every time. Your learner may not do what you ask, so you may have to repeat a particular phrase in a different way. You may need to change the words to fit the:

1. way you speak
2. particular learner you are instructing and

3. road and traffic conditions that prevail when you are using them.

AN EXAMPLE OF INSTRUCTIONAL GUIDANCE/COMMENTARY ...

Introduction:

“As with all junctions roundabouts require the Mirrors Signal Manoeuvre routine on approach. The manoeuvre is broken down into 3 sections; Position, Speed and Look.

- Position the car depending on what exit you are intending to take.
- Slow your speed by easing off the gas pedal, braking sufficiently and then select the appropriate gear to match your speed.
- Look. What do you see? Is it safe to go or do you need to give way to other traffic?”

Turning Left:

“When approaching roundabouts positioning is crucial, it helps to tells people what your intentions are. If you are taking the first exit, keep to the left side of the road, and indicate left. Slow down and be prepared to give way, and as always, keep looking to anticipate the actions of other road users. Stay in the left lane when using the roundabout ready to easily leave at the first exit”

Going straight ahead:

“If you are going straight ahead, again keep left and stay in the left lane. Be aware of other traffic at all times, don”t forget some will be turning off before you, or will need to move to the left lane too. Once you”ve just passed the exit before the one you”re leaving at indicate left. Make good use of you nearside door mirror ensuring you there is no one who will be inconvenienced by you turning off.”

Turning Right:

“If you’re turning right, stay over to the right on your approach and indicate as such. Keep to the right lane and maintain the signal on the roundabout. Once you have passed the exit before the one you want change your signal, and making good use of your nearside mirror, move over to the left hand lane. Once you have left the roundabout, make sure your signal has been cancelled and check for following traffic in your mirrors.”

SKILLS DEVELOPMENT

Roundabouts are a type of road junction. They are in effect, one-way systems that allow motorists to move more freely with the flow of traffic and tend not to create large backlogs of traffic, as traffic lights can do.

There are different kinds and sizes of roundabout. Also, at the point of entry, some may have a single broken white line, while in busier locations, roundabouts are more likely to have a double broken white lines road markings. The meaning of these should be explained.

You must be sure that your learners have reached a stage of ability where they are ready and able to follow your instructions, especially if the crossroads is complex.

Instruction Method: Below are some examples of questions that you might ask your learner when they have practised sufficiently. With experience you can devise your own bank of possible questions. Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of 'telling' and 'Q&A' on how the learner responds to your guidance.

Topic Key Point:	Sample Question:
Types	What types of roundabouts have you come across?
Location	How do you spot roundabouts?
Mirrors	How do you check for following traffic?
Signal	When should you state your intention before a turn?
Position	At what point should you position correctly?
Speed	When will you slow by deceleration/braking?
Gear	At what point will you change gear?
Look (Approach)	Where must you always look on your approach?
Look (Position – Turning Right)	Where will you need to position when turning right?
Look (Observation)	What type of road user must you look out for?
Look (Emerging)	What must you avoid when emerging?

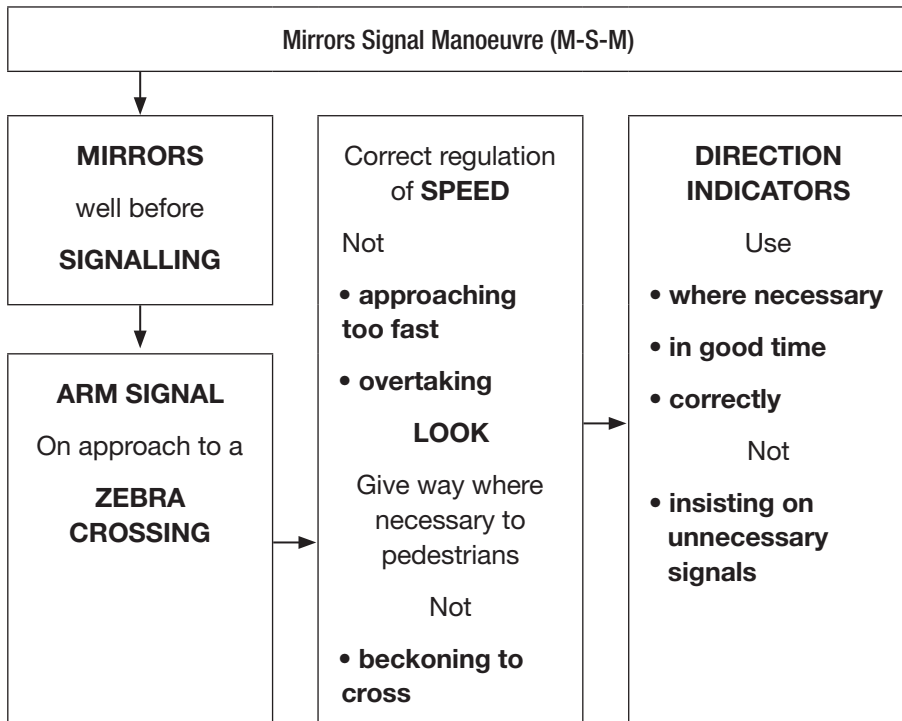
Typical faults to anticipate

- Not recognising the roundabout in time.
- Not making effective use of the mirrors well before signalling or changing direction.
- Checking mirrors and signalling/changing direction simultaneously.
- Incorrect position on approach.
- Positioning too late.
- Approaching too fast/slow.
- Not braking sufficiently before gear changing. Coasting.
- Inappropriate position for turning right.
- Not giving way to pedestrians who are crossing.
- Not properly observing “Give Way” lines.
- Emerging without due regard for traffic already established on the roundabout.
- Not anticipating traffic from the right waiting for traffic from ahead.
- Undue hesitancy.

Finally, as with all driving practise under instruction, complete the instructional core competencies by being sure that your learner knows and understands the causes of any driving faults and the solutions that you have provided.

LESSON X: PEDESTRIAN CROSSINGS

KEY LEARNING POINTS



Outside the car we are all pedestrians. Last year, traffic collisions involving pedestrians accounted for 453 deaths, 5,454 reported serious injury casualties and 20,291 slightly injured casualties. This represents a 1% increase on 2010, where the overall pedestrian casualty figure was 25,845.

Road safety is very much the business of driving instructors. Stressing the role of planning ahead while driving and reducing speed to match the risks is

part of our everyday tasks. Pedestrians don't need licences! The number of collisions that take place before or after the actual crossing would suggest that a lack of preparation, both on the approach and prior to moving off again is a significant contributory factor.

STAGE OF ABILITY

- Partly-Trained

RECAP

- Dealing with pedestrian crossings

How much knowledge, as a pedestrian, does your learner have about pedestrian crossings? How much of this knowledge can be transferred to the new subject?

CORE OF THE LESSON

- How will you link previous knowledge about pedestrian crossings to the lesson?
- How many types of pedestrian crossing are there to teach? Zebra, Pelican, Puffin, Toucan, Equestrian and School Crossing Patrol.
- Does your learner know:
 - what each type has in common?
 - how to identify each type of crossing?
 - the sequence of the lights at controlled pedestrian crossings?
 - the status of refuges?
 - about not overtaking or parking within the zig-zag lines?
 - about leaving the crossings clear in traffic queues?

Mirrors Signal Manoeuvre (MSM)

The importance of having a safe system of approach.

Mirrors

The importance of

- checking for traffic following closely by using the interior mirror
- use of the outside mirrors when necessary

Arm Signal

The importance of:

- giving a slowing down arm signal on approach to a zebra crossing where people are waiting to cross, in good time, where it is necessary

Position

Normal road positioning

Speed

The importance of instructing your learner to use the correct amount of gentle braking to bring the speed down in time to give way, not overtaking on approach to, or within, the zig-zag lines.

Look

The importance of:

- continuous observation. Both you and your learner must watch carefully the conduct of pedestrians near the crossing and those using the crossing.

USEFUL LESSON HINTS

- Use illustrations as frequently as you feel necessary. When dealing with not overtaking you can also check that your learner knows why it is illegal to park within the zig-zag lines.
- On an ADI Part 3 test you will also be expected to deal with the use of direction indicator signals and all other arm signals briefly, in the same period.
- Do refer directly to the 'Highway Code' for information on the penalties for pedestrian crossing related offences.

PHRASEOLOGY

"In town, window down!"

Adapt your phraseology to suit the different road and traffic conditions at pedestrian crossings. For example:

"What type of pedestrian crossing can you see ahead?"

"Is there any traffic following behind you?"

"Will you need to give way at the pedestrian crossing?"

"When will you be able to begin moving off again?"

Don't assume that this is all you have to say or exactly what you will need to say every time. Your learner may not do what you ask, so you may have to repeat a particular phrase in a different way. You may need to change the words to fit the:

1. way you speak
2. particular learner you are instructing
3. road and traffic conditions that prevail when you are using them

SKILLS DEVELOPMENT

This exercise is intended to ensure that learners have an adequate knowledge of the different types of pedestrian crossing, along with an ability to judge and correctly respond to pedestrians wishing to cross.

Instruction Method: Below are some examples of questions that you might ask your learner when they have practised sufficiently. With experience you can devise your own bank of possible questions. Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of 'telling' and 'Q&A' on how the learner responds to your guidance.

Topic Key Point:	Sample Question:
Types of pedestrian crossing	Give me some examples of different types of pedestrian crossing. (Zebra, Pelican, Puffin, Toucan, Equestrian and school crossings)
Beacons, lights and zig-zag lines	How do you spot a pedestrian crossing?
Pedestrian safety	Where must you look on the approach?
Children and the elderly	Who is most at risk crossing the road?
Mirrors	Where do you check first?
Signal	What signal could you give?
Manoeuvre	At what speed should you approach?
Not overtaking or parking	What must you not do within the zig-zag lines?
Giving way	When must you give way?
Leaving crossing clear	What should you not do on the crossing?
Pelican crossing	What does the flashing amber light mean?
Puffin crossing	What is the sequence of lights at a Puffin crossing?
Toucan crossing	What other type of road user will cross at a Toucan crossing?

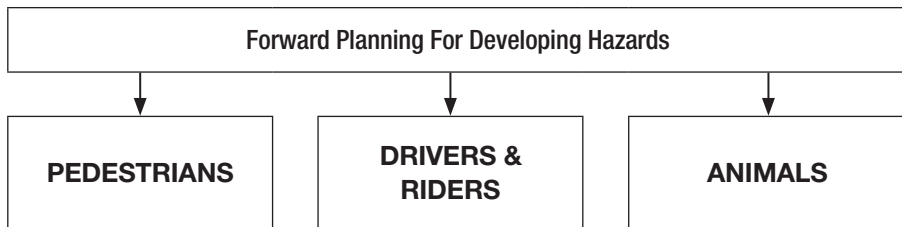
Typical faults to anticipate

- Not showing recognition of the crossing or nearby pedestrians.
- Not applying the MSM routine.
- Speed too high on the approach.
- Not giving way where necessary.
- Stopping on crossing.
- Beckoning pedestrians to cross.
- Waiting needlessly at flashing amber lights.

Finally, as with all driving practise under instruction, complete the instructional core competencies by being sure that your learner knows and understands the causes of any driving faults and the solutions that you have provided.

LESSON XI: AWARENESS AND ANTICIPATION

KEY LEARNING POINTS



Being ‘aware’ and able to ‘anticipate’ is the main way for avoiding costly collisions.

Driving hazards can come singly or in clusters, they may overlap and change at any time, so, the training route must suit your learner’s level of ability. Your learner needs to be able to cope, under instruction, with any new traffic situations that you introduce. To help your learner deal with any demanding situations you must always be ready to give them full instructional guidance.

STAGE OF ABILITY

- Partly-Trained

RECAP

- Use of the MSM routine when approaching developing hazards.

CORE OF THE LESSON – AWARENESS AND ANTICIPATION (FORWARD PLANNING)

When approaching

- Pedestrians
- Riders, such as pedal and motorcyclists
- Drivers of cars, vans, lorries and buses
- Horses and other animals

Does your learner know how to recognise situations and show restraint by holding back where necessary? How are you able to assist your learner's decision-making/problem solving?

Mirrors Signal Manoeuvre (MSM)

The Driving Plan

Mirrors

The importance of checking for traffic following closely in both interior and exterior mirrors.

Signal

The importance of using the direction indicators where necessary.

Manoeuvre

The importance of the correct line position, speed and continuous observation.

Look Assess Decide (LAD)

To apply the Driving Plan effectively we must ...

Look

... well ahead. Continuously observe the hazards, particularly those that might move and prioritise the most important.

Assess

... weigh up the whole traffic situation.

Do you need to prompt or talk the learner through the situation?

Decide

Decisions depend on a combination of

1. What can be seen
 2. What cannot be seen
 3. What you can reasonably expect other road users to do
- ... what feedback do you have from your learner?
... what do you expect your learner to do?
... what intervention do you need to make, if any?

USEFUL LESSON HINTS:

- Use illustrations as frequently as you feel necessary.
- On an ADI Part 3 test 'awareness and anticipation' will be combined with at least two other lesson topics from the list – meeting; crossing; overtaking; adequate clearances and following distances, within the same lesson period.

PHRASEOLOGY

Adapt your phraseology to suit different road and traffic situations. For example:

“What do you expect the driver in front to do?”

“Do you think that pedestrian will step out into the road without looking first?”

“Is that cyclist likely to try and get past?”

SKILLS DEVELOPMENT

Combined with a positive attitude towards driving, the ability to show awareness and anticipation of all road and traffic situations is the key to achieving a collision free driving career.

While learning to drive, both learners and professional instructors have

their attention concentrated on observation and planning for all possible eventualities. The driving plan, 'Mirrors-Signal-Manoeuvre' (MSM) is essential to this skill development.

In practice, this needs to be linked with the learner's theory preparation, which is the Multiple-Choice Questions (MCQ) and 'Hazard Perception' video clips.

Instruction Method: Below are some examples of questions that you might ask your learner when they have practised sufficiently. With experience you can devise your own bank of possible questions. Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of 'telling' and 'Q&A' on how the learner responds to your guidance.

Topic Key Point:	Sample Question:
Anticipation	What is meant by anticipation?
What to look for	What are the developing hazards?
Pedestrians	What dangers are there from people walking?
Riders	What dangers are there from those people riding on two wheels?
Drivers	What dangers do other drivers of other vehicles present?
Animals	What other dangers can animals on the road present?
Weather and visibility	How can the weather affect your visibility or the road surface?
Driving Plan	What is the best routine for coping with a hazard?
Judgement	How will we make the correct responses to the traffic situations we come across?

Typical faults to anticipate

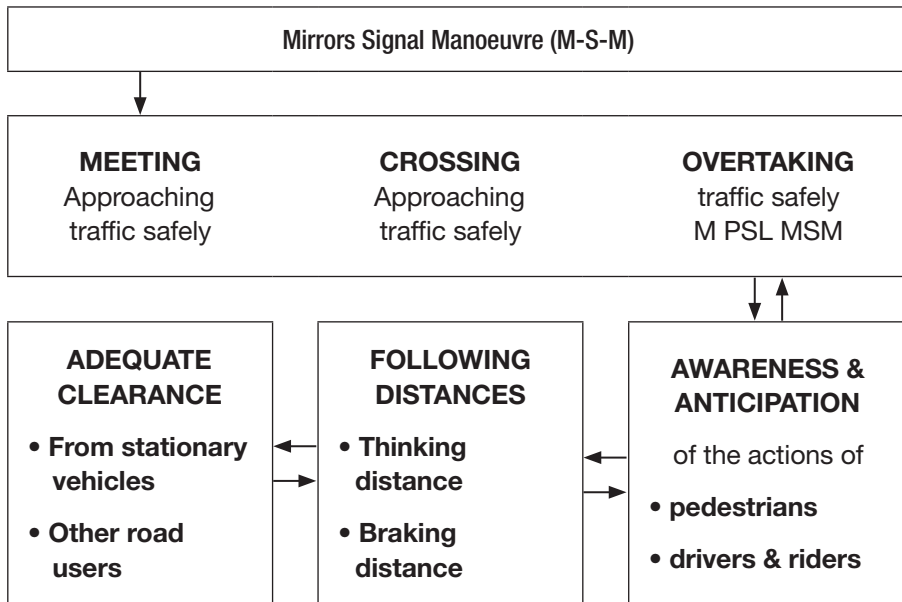
- Not applying the MSM routine.
- Driving too fast to be able to anticipate danger.
- Unnecessary emergency stops and/or continuous heavy braking.

- Failing to respond properly to the likely actions of other drivers, cyclists and pedestrians.
- Caught by surprise by a foreseeable danger.
- Not giving precedence to pedestrians or traffic where appropriate.
- Indecisiveness when dealing with other drivers who flash their headlamps.
- Not considering or using the horn/flashing headlamps where necessary.
- Increasing speed when being overtaken by another road user.

Finally, as with all driving practise under instruction, complete the instructional core competencies by being sure that your learner knows and understands the causes of any driving faults and the solutions that you have provided.

LESSON XII: JUDGEMENT WHEN: MEETING & CROSSING APPROACHING TRAFFIC; OVERTAKING, CLEARANCES & FOLLOWING DISTANCES

KEY LEARNING POINTS



Meet and Cross Approaching Traffic

The ability to read the road ahead accurately and make correct judgements is particularly needed when meeting and crossing approaching traffic.

STAGE OF ABILITY

- Partly-Trained

RECAP

- Meeting traffic and crossing traffic

Your learner will have already dealt with cross traffic situations when turning right from major to minor roads. How did your learner get on? Is there any other previous learning that can be transferred from turning right at road junctions.

CORE OF THE LESSON

- Does your learner know the meaning of the terms 'meet' and 'cross traffic'?
- Judgement of the speed and distance of approaching traffic (awareness and anticipation of other traffic).

Mirrors Signal Manoeuvre (MSM)

Use of the MSM Driving Plan – The importance of having a system of approach.

Mirrors

The importance of checking for traffic following closely in both interior and exterior mirrors.

Signal

The importance of indicating correctly when turning right and not giving any misleading signals.

Position

The importance of a correct line of approach. If positioned correctly, there is usually no need to signal to pass parked vehicles. Re-check the mirrors in case vehicles behind misjudge the situation.

Speed

The importance of being able to stop in the distance seen to be clear.

Look

The importance of continuous observation. Looking out for situations where you need to give way.

USEFUL LESSON HINTS:

- Use illustrations as frequently as you feel necessary.
- Where a residential road is made narrow by parked cars on both sides, the correct road position can be to drive over the crown of the road.
- The 'Highway Code' offers very clear official advice on the meaning of headlamp flashing.

Always encourage your learner to remember that it is better to 'give' way than 'take'!

- On an ADI Part 3 test you will also be expected to deal with awareness and anticipation in the same lesson period.

PHRASEOLOGY

Adapt your phraseology to suit different road and traffic situations. For example:

"On which side of the road are the parked vehicles?"

"If another driver approaches what will you do?"

"Where is your holdback position?"

"If you proceed through the gap, are you likely to cause the approaching driver to slow down?"

"This is a crossing traffic situation ... will it be safe for you to turn or had you better wait?"

"If you turn now, will you cause the approaching driver to slow down?"

SKILLS DEVELOPMENT

With the increasing number of parked cars on residential roads, meeting approaching traffic is an important practical skill. Along with crossing approaching traffic, when turning right from a main road into a side road, learner drivers need to develop an ability to judge and correctly respond to these traffic situations. Practice needs to relate to the learner's theory preparation.

For effectiveness, this should also be linked with "awareness and anticipation".

Skill development demands a positive driving attitude. The necessary skills are:

- observation
- assessing what can be seen
- making decisions
- taking the right action

We also have to view the driver's attitude in terms of responsibility for actions and also their consideration for other road users.

Instruction Method: Below are some examples of questions that you might ask your learner when they have practised sufficiently. With experience you can devise your own bank of possible questions. Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of 'telling' and 'Q&A' on how the learner responds to your guidance.

Topic Key Point:	Sample Question:
Meeting traffic	If a vehicle is coming towards you in a road where parked cars make the road narrow, what should you do?
Crossing traffic	When turning right into a side road with a vehicle approaching, what must you avoid?
Awareness and anticipation	Which hazards are likely to affect you in the road ahead?

Typical faults to anticipate

- Not applying the MSM routine.
- Not giving precedence to oncoming traffic where appropriate.
- Turning right in front of approaching traffic where inappropriate.
- Failing to respond properly to the likely actions of other drivers, cyclists and pedestrians.
- Unnecessary signalling when passing parked vehicles.

Finally, as with all driving practise under instruction, complete the instructional core competencies by being sure that your learner knows and understands the causes of any driving faults and the solutions that you have provided.

Overtaking Traffic, Adequate Clearances and Following Distances

It is most important to overtake only where it is safe to do so. The ability to pass other traffic without danger and also leave enough room when clearing obstructions in the road, such as parked cars, calls for both very early and good anticipation of all the various situations that can present themselves on the road.

STAGE OF ABILITY

- Partly-Trained

RECAP

- Overtaking traffic
Passing moving vehicles – For example, how has your learner overtaken any bicycles or milk floats before?
- Adequate clearances
Passing stationary objects – For example, does your learner driver

leave enough room to accommodate a car door being accidentally opened or a pedestrian in a hurry, stepping out into the road?

In moving or stationary traffic, does your learner drive too close or too far from the vehicle in front?

CORE OF THE LESSON – OVERTAKING TRAFFIC

- Recognition of safe situations for overtaking
 - Is it necessary to overtake?
 - Is it safe ahead and behind?
- Link road speed with reaction times and braking distances
- Planning and ability to judge traffic situations

Position Speed Look – Mirrors Signal Manoeuvre (PSL-MSM)

The importance of having a system for overtaking.

Mirrors

Checking for traffic following closely in both interior and exterior mirrors.

Position

Not being so close to the vehicle in front that the view ahead becomes restricted, but close enough if the manoeuvre will be safe.

Speed

Changing down to the correct gear where necessary.

Look

Continuous observation of the road well ahead and for any approaching traffic.

Mirrors

Checking again for following traffic.

Signal

Using the direction indicators where necessary.

Manoeuvre

Correct line for overtaking; overtaking quickly and continuous observation.

CORE OF THE LESSON – ADEQUATE CLEARANCES AND FOLLOWING DISTANCES

- Keep plenty of space

From parked cars and other obstructions, such as road works.

Correct gap from vehicles in front – In moving traffic, being capable of stopping within the distance seen to be clear.

In stationary traffic, where there is a car in front, being able to see the rear tyres and an amount of the road surface.

Clearances and following distances

The importance of:

Having an ‘escape route’.

Where to steer to avoid the danger and having a collision.

Keeping the correct following distance.

Best practice is to use the separate distances given in the ‘Highway Code’.

Be able to convert these distances between metric and imperial versions, as well as compare the gaps with distances such as those between street lamp posts or other lighting on other types of road.

USEFUL LESSON HINTS:

- Use illustrations as frequently as you feel necessary
- On an ADI Part 3 test you will also be expected to deal with awareness and anticipation in the same lesson period

PHRASEOLOGY

Adapt your phraseology to suit different road and traffic situations. For example:

“What is the danger of being too close to parked cars?”

“Are you keeping tyres and tarmac in view between us and the car in front?”

SKILLS DEVELOPMENT

Overtaking stationary or moving vehicles can be hazardous, as can be a failure to keep proper clearances and following distances. Misjudgement in such situations may bring a driver into close conflict or actual collision with another driver or other road user. Practise needs to relate to the learner's theory preparation.

We also have to view the driver's attitude in terms of responsibility for actions and also their consideration for other road users. For effectiveness, this should also be linked with awareness and anticipation.

Skill development demands a positive driving attitude. The necessary skills are:

- observation
- assessing what can be seen
- making decisions
- taking the right action

Instruction Method: Below are some examples of questions that you might ask your learner when they have practised sufficiently. With experience you can devise your own bank of possible questions. Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of 'telling' and 'Q&A' on how the learner responds to your guidance.

Topic Key Point:	Sample Question:
Overtaking traffic	What is the correct routine for overtaking?
Clearances	What is the minimum distance for passing a parked vehicle in a residential road?
Following distances	What is the danger of getting too close to the vehicle in front?
Awareness and anticipation	What is the first action you should take when you see any hazard that might make you slow down or change direction?

Typical faults to anticipate:

- Not applying the PSL-MSM routine.
- Driving too close to other road users and/or parked vehicles.
- Following other vehicles too closely.

Finally, as with all driving practise under instruction, complete the instructional core competencies by being sure that your learner knows and understands the causes of any driving faults and the solutions that you have provided.

LESSON XIII: USE OF SPEED, MAKING PROGRESS AND ROAD POSITIONING

KEY LEARNING POINTS

SPEED

Not driving too fast

- **legal limits**
- **road conditions**
- **traffic conditions**

MAKING PROGRESS

Not driving too slowly

- **avoiding undue hesitancy by proceeding where safe**
- **keeping up with the traffic flow within the legal limits**

ROAD POSITIONING

Correct for the circumstances

Not

- **too wide from the left**
- **too close to the left**

Correct use of

- **lane discipline**

Speed is often blamed for vehicle collisions and the injuries or fatalities that occur as a result.

We live an on-demand world where we expect everything fast, whether it is the shortest flight times to foreign destinations or the food we eat. If we're asked to name the best driver in the world, our automatic choice is normally one of the fastest Formula 1 racing drivers.

As Approved Driving Instructors we are in a strong position to influence new drivers about their choice and use of speed once they have gained their full driving licence.

STAGE OF ABILITY

- Trained

RECAP

- Use of speed, making progress and road positioning

How will your lesson introduction differ for a learner at this stage?

Because each of these topics will have already been covered to a large extent during training, any briefing should normally be kept very short and concise.

Has your learner failed a driving test on these topics? Does your learner remember the main points of the test debrief?

Does your learner have a driving test booked?

CORE OF THE LESSON

The importance of not driving:

- too slow or too fast
- too close to the left/centre of the road

Judgement of the speed and distance of approaching traffic

- Confidence to make progress

Speed

The importance of driving at a speed

- Within the legal limits
- At which the car can be stopped well within the distance seen to be clear
- That suits the prevailing road and traffic conditions

Progress

The importance of:

- sound traffic judgement

This involves the ability to avoid:

- needless hesitancy at junctions or other occasions where it might be safe to proceed

Road position

The importance of:

- a correct safety line
- lane discipline

USEFUL LESSON HINTS:

- Driving faults should be mainly dealt with on the move
- Any debriefs should be used to consolidate the practice
- Watch for your learner going to extremes by being:
 - too slow or fast for particular conditions
 - too close to the left or too close to approaching traffic
- When teaching restraint and the need to hold back, it may be possible to draw on the demonstrations of bad driving provided by other road users. These can often illustrate learning points.
- New learner drivers will tend to drive slowly. Their ability will need to be stretched so that, if on faster roads, they will need to be capable of driving safely with the flow.
- To gain a full licence test candidates must demonstrate competency and drive with confidence and make safe progress. Someone who keeps stopping needlessly at 'Give Way' lines cannot be expected to pass.
- The rule of the road to keep to the left will have been introduced on your learner's very first lesson.. are there any exceptions that still need to be covered?

- On an ADI Part 3 test you can expect to have to teach these topics at Phase 2 only.

PHRASEOLOGY

Adapt your phraseology to suit different road and traffic situations. For example:

“Is it safe to drive at 30mph?”

“What is the danger of being too close to the kerb/approaching traffic?”

SKILLS DEVELOPMENT

The skills to be taught and developed for the learner or qualified driver are that they need to be driving at the correct speed, and be in the correct position for prevailing road and traffic conditions.

Using the driving plan, MSM, all drivers should be trained to get the balance between not going too fast or too slow. It can be as dangerous to drive too slow as it is to drive too fast. Speed choice depends on factors including the legal limit, visibility, road surface conditions and the anticipated actions of other road users as well as the possibility of unseen hazards.

The basic ‘rule of the road’ is that we drive on the left. Factors that will influence this position include traffic signs, road markings and how the traffic is flowing to accommodate such common features as roadworks, parked vehicles and congestion. We need to ensure that we are in the best road position for the intended route.

The overriding consideration for the use of speed, making progress and road positioning has to be safety.

Instruction Method: Below are some examples of questions that you might ask your learner when they have practised this exercise sufficiently. You should judge the balance of ‘telling’ and ‘Q&A’ on how the learner responds to your prompts.

Topic Key Point:	Sample Question:
Speed limits	What is the speed limit on this road?
Road and traffic conditions	Is it safe to drive at the limit?
Hesitancy	What will be the problem if you drive too slowly or hesitate where it is safe to proceed?
Positioning	Where should you normally position the car when driving along?

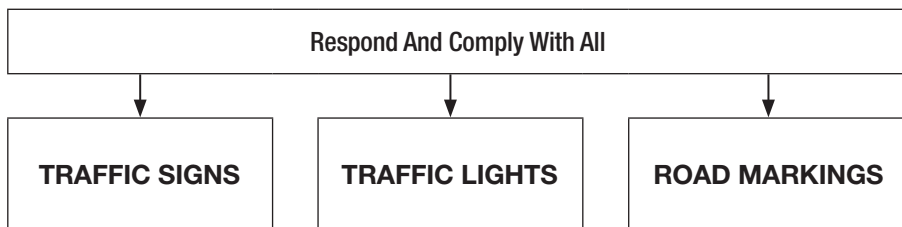
Typical faults to anticipate

- Driving too fast for the traffic conditions.
- Driving too slowly for the traffic conditions.
- Undue hesitancy, particularly emerging at road junctions including roundabouts.
- Driving too close to the centre of the road.
- Driving too close to the pavement.
- Poor lane discipline.

Finally, as with all driving practise under instruction, complete the instructional core competencies by being sure that your learner knows and understands the causes of any driving faults and the solutions that you have provided.

LESSON XIV: KNOW YOUR TRAFFIC SIGNS, LIGHTS AND ROAD MARKINGS

KEY LEARNING POINTS



An Approved Driving Instructor must never under-estimate the value of traffic signs, lights and road markings when teaching people to drive. They play an enormous role in regulating traffic flow and behaviour. We know the penalties for disobeying traffic light signals; these also exist for certain traffic signs. Many signs warn road users of hazards and others provide helpful information. Road markings fulfil a very similar role, sometimes in conjunction with traffic signs and lights. Drivers must also be prepared for traffic schemes where traffic signs, lights and road markings are omitted.

STAGE OF ABILITY

- Partly-Trained or Trained

RECAP

- Multiple-Choice Questions used on Theory Test.
- Traffic signs, lights and road markings used at junctions and pedestrian crossings.

CORE OF THE LESSON

- The system of traffic sign shapes and coloured backgrounds and borders.
- Meaning and sequence of traffic light signals.
- Meaning and importance of the most common road markings.
- Recognition and correct responses to all traffic signs, light signals and road markings.

Traffic Signs giving ORDERS

The importance of:

- Complying with the law
- Knowing the difference between mandatory signs and those that indicate a prohibition
- The need to respond to circular signs in plenty of time

Traffic Signs giving WARNINGS

The importance of:

- Being aware of potential dangers
- The need to respond to triangular signs in plenty of time

Traffic Signs giving INFORMATION

The importance of:

- Following route directions and/or advice given
- Knowing the meanings of coloured borders and symbols
- Using these signs during independent driving

Traffic Light Signals

The importance of obeying light signals at:

- Road junctions

- All types of controlled crossings, eg pedestrian; railway (level); fire and/or ambulance stations
- Road works

Road Markings

The importance of obeying or recognising

- ‘Give Way’ and ‘Stop’ lines
- Single and double white line systems in the centre of the road
- Coloured reflective studs (‘cats eyes’)
- Lane lines
- White zig-zag lines at pedestrian crossings
- White hatch markings (chevrons)
- Word markings (eg Slow, Keep Clear, Bus Stop, Turn Right etc)
- Yellow lines (eg restricting waiting and access to box junctions)
- Red lines restricting any stopping at the kerbside

USEFUL LESSON HINTS

- Traffic signs, light signals and road markings convey orders, warnings and information. Avoid presuming that your learner has seen or understand their meanings. Do check.

Spend some time comparing these traffic signs:

‘Dual Carriageway Ahead’ and ‘Road Narrows’

- ‘Turn Left’ and ‘Keep Left’
- ‘Steep Hill Upwards’ and ‘Steep Hill Downwards’
- ‘Two way traffic straight ahead’ and ‘Two way traffic crosses one way road’
- ‘Cycle Route Ahead’, ‘Cyclist Only’, ‘No cycling route to be used by pedal cyclists only’

PHRASEOLOGY

Adapt your phraseology to prioritise an important traffic sign. For example:

“How many traffic signs can you see ahead and which is the most important one to prioritise?”

“What does the next sign order to you to do?”

SKILLS DEVELOPMENT

A good way to introduce commentary driving is to ask the learner to identify selected traffic signs and/or road markings and comment how these affect road speed, progress and position.

Advances in technology are used to assist drivers reach their destinations safely. These changes have recently brought about new traffic signs such as:

- Active traffic management
- Advanced stop lines for pedal cyclists
- Vehicle activated signs (Slow Down – 30 mph limit)
- Congestion charging (in London)
- Signs for trams

Instruction Method: Ask your learner, or qualified driver to identify a particular traffic sign or type of road marking. Then ask a question concerning how the warning, order or information might affect their use of speed or road position. Use local traffic signs, varying the route to see which are the most common or unusual signs.

Traffic Sign:



Sample Question:

Is today a school day and will children be crossing?



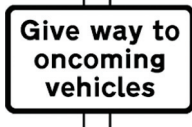
How must we respond if we see accompanied horses or ponies?



What will you do if you see a wild animal ahead?



What type of road marking would you expect to accompany this order?



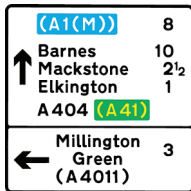
In what type of street would you expect to see this order?



What are the differences in meaning between these two traffic signs?



What type of route sign is this?

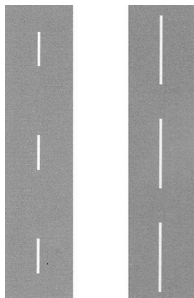


What type of route sign is this?



Where would you expect to find this information sign?

Road Marking:



Sample Question:

What is the difference in meaning between these types of lines that run down the centre of a single carriageway road?

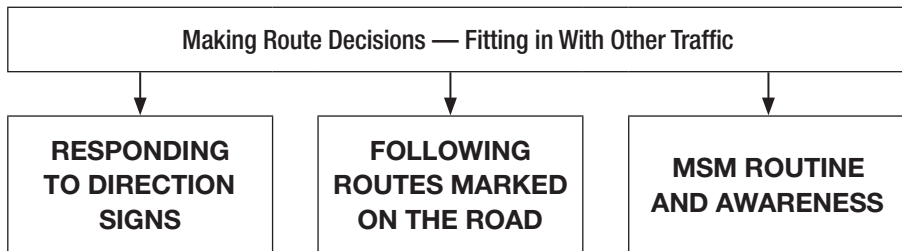
Typical faults to anticipate:

- Failing to see traffic sign or road marking.
- Late response to a foreseeable danger.

Finally, as with all driving practise under instruction, complete the instructional core competencies by being sure that your learner knows and understands the causes of any driving faults and the solutions that you have provided.

LESSON XV: INDEPENDENT DRIVING

KEY LEARNING POINTS



The object of independent driving is to bridge the gap between learning to drive and driving in the real world and so, create safer drivers. Ever since the driving test was introduced over 75 years ago, one of the biggest challenges for newly qualified driver has been the empty front passenger seat. To help prepare new drivers for this experience, ADIs have, most probably without realising it, been matching route directions to suit the learner's level of driving ability.

STAGE OF ABILITY

- Trained

RECAP

- Using Mirror Signal Manoeuvre (MSM) routine when changing direction

Continue to plan training routes before lessons, using local knowledge to include or avoid certain road and traffic conditions. The route or location must be suited to the lesson topics. These include using the car's controls

correctly; adopting the correct road procedures and developing a responsible attitude to driving.

CORE OF THE LESSON

- Journey and route planning.
- Types of direction signs.
- Identifying primary and non-primary direction signs on the move.
- Following advance verbal directions using a diagram where needed.
- Recognising destination place names.
- Continuing to use the mirrors well before signalling or changing direction.

EFFECTIVE COMMUNICATION

Communicate directions and other relevant information clearly and concisely while the learner is driving, ensuring the complete safety of all road users. The type of route directions, informing a learner when to turn, must match the learner's level of driving ability.

USEFUL LESSON HINTS

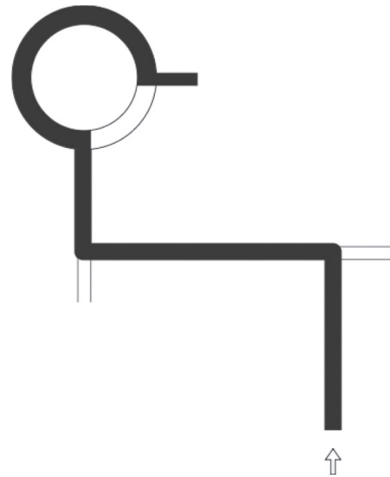
- Refer to previous learning and knowledge used on the Theory Test.
- Use the 'Highway Code' and 'Know Your Traffic Signs' to explain types of direction sign.
- Include more detailed general advice on journey planning. This can include brief information on how to avoid known hold-ups at certain times of the day as well as the use of SatNav systems.
- Give conventional directions to turn where the learner experiences any difficulty or requests help.
- Where a learner is likely to forget the directions do not overload them with a complex route.
- Watch out for those with weak spatial awareness or lack of recognition of left and right – they may need to be told to go “your way” or “my

way”; ask the person how they learn best and follow their effective methods for them.

- To help an individual memorise something, get them to suggest a memory peg such as a rhyme or a picture they can visualise or something very zany; all this helps make the memory more memorable!

USEFUL DRIVING TEST HINTS

- Since 4 October 2010 the practical driving test has included a short section of independent driving.
- During the test candidates have to drive by either following traffic signs, a series of directions, or a combination of both, for about ten minutes.
- Where candidates are asked to follow a series of verbal directions, they’ll be shown a diagram to help.
- It doesn’t matter if they don’t remember every direction, or if they go the wrong way – that can happen to the most experienced drivers. It won’t affect the result of your test unless they commit a driving fault.
- Independent driving is not a test of orientation and navigation skills. Driving independently means making sensible decisions – this includes deciding when it’s safe and appropriate to ask for confirmation about where to go.
- If there are poor or obscured traffic signs, the examiner will give directions until the next traffic sign can be seen – candidates won’t need to have a detailed knowledge of the area.
- If the candidate goes off the route or takes a wrong turning, the examiner will help them to get back on the route and continue with the independent driving exercise.
- If a special need is involved, no more than three directions will be issued at one time and this may be shortened to two. DSA can identify any special needs and disabilities



when tests are booked online or over the phone, so that reasonable adjustment can be made for the candidate.

- Where a candidate has some form of dyslexia, examiners will ask the person what adjustments they need. For instance, their preference for verbal directions or to following signs. Diagrams are reproduced on cream vellum paper which cuts down on visual distraction. If helpful, visual clues to the diagram may be added, such as a supermarket or petrol station on route, or telling the candidate the number of the exit point on roundabouts (for example, “It’s the third exit”). Landmarks may be used such as “Take the first left, it’s just past the cinema”. Directions can be adapted from saying right and left to “Your side”, “My side”.
- Where a candidate speaks little or no English the examiner will write place names so that it is clear to you where they are being asked to drive to. ADIs can now act as interpreters on driving tests.

PHRASEOLOGY

“Follow the direction signs for the town centre.”

“From my diagram, follow this route ... at the end of this road turn left, then ... etc.”

Adapt the route directions to suit your geographic location.

SKILLS DEVELOPMENT

Introduce the skill to drive on directions gradually, for instance beginning with a single direction with a destination, for example “Take the next road on the right, following the route towards the town centre thank you”.

Gradually increase the number of verbal directions given, or route signs to follow, to run over longer periods of time, ensuring that they are competent to concentrate on these for a minimum of ten minutes.

Instruction Method: Below are some examples of questions that you might ask your learner when they have practised sufficiently. Any questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of ‘telling’ and ‘Q&A’ on how the learner responds to your guidance.

Topic Key Point:

Destination place name

Sample Question:

According to the next direction sign, which way do we need to turn to get to the town centre?

Thank You. In that case, take the next road on the left/right or at the end of the road turn left/right towards the town centre.

Route map

According to the map which way do we need to turn next?

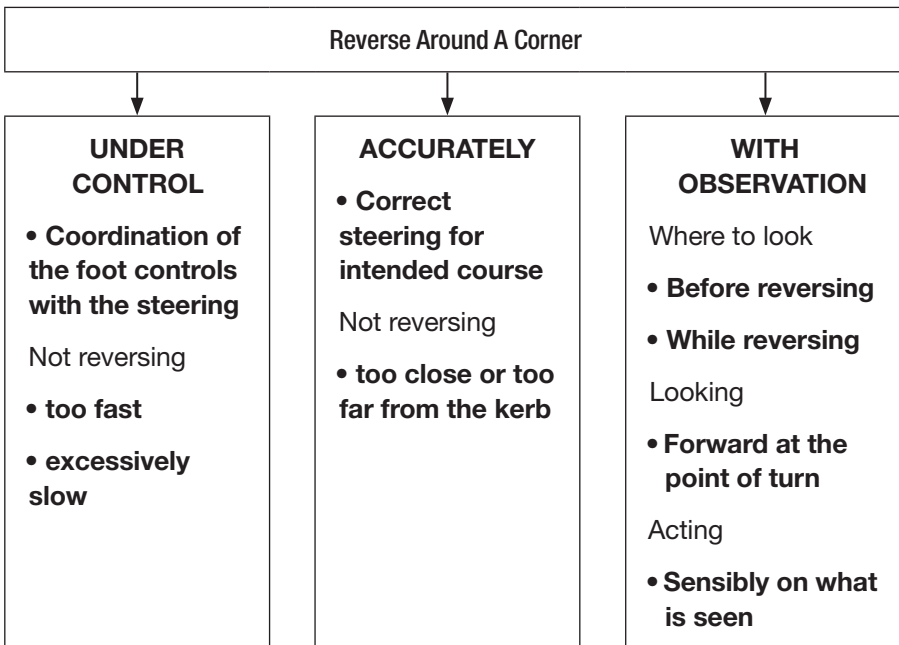
Typical faults to anticipate:

- Not seeing the direction sign.
- Seeing the direction sign late.
- Misinterpreting the direction sign.
- Forgetting the place name or series of directions.
- Not using the MSM routine correctly.

Finally, as with all driving practise under instruction, complete the instructional core competencies by being sure that your learner knows and understands the causes of any driving faults and the solutions that you have provided.

LESSON XVI: REVERSING INTO AN OPENING

KEY LEARNING POINTS



Reversing, is a very useful skill that helps us if we need to change our travel direction. It is also necessary when parking in a car park, or at the roadside.

The number of minor collisions caused by qualified drivers when reverse manoeuvring is significant. These, however result in relatively few serious injuries or fatalities. To avoid costly repairs, the newly qualified driver often has to accurately adapt their reversing skills to a different vehicle. This involves adapting any techniques taught on lessons, such as the use of reference and focal points.

When reversing, drivers must only turn the steering wheel while the vehicle is moving. Other hand-holds on the steering wheel may well make manoeuvres easier, especially in a confined space.

STAGE OF ABILITY

- Partly -trained

RECAP

- POM routine, clutch and brake control

Most of the skills to reverse safely should already have been learnt whilst driving forwards.

For instance:

- The Preparation Observation Manoeuvre (POM) routine when moving off at the start of the reverse.
- The manoeuvring skills involving use of the clutch and gas pedal or just the brake pedal in coordination with the steering.

All your learner needs to do now are the same things using reverse gear.

CORE OF THE LESSON

Why is reversing part of the learning to drive syllabus?

We do need to drive backwards, albeit only a short distance. We may have to turn back and go the opposite way, this becomes easier and it's much more efficient if you are good at reversing.

How will you:

- know that your learner is ready for this exercise?
- link previous knowledge to this exercise?

Which site will you use?

Choose somewhere quiet and flat where you can begin with a straight reverse before going around a corner.

On approach to the corner:

- use the MSM routine.

Why is it important:

- to get your learner to turn in the seat so as to see properly through the rear window?
- for you to also turn in your seat so as to see properly through the rear window?
- Will you or your learner need to remove your seat belts?

A system of instruction

The importance of EDP:

- Explanation – using the ‘Question and Answer’ technique
- Demonstration – will this help? Is a diagram enough?
- Practise – Talk your learner through the exercise

A system of approach

The importance of:

- using the POM/MSM routines
- instructing in stages

Control

The importance of:

- coordinating the foot controls with the steering
- not reversing too fast or too slow

Accuracy

The importance of:

- keeping reasonably close to the kerb
- using focal and reference points

Observation

The importance of:

- observation before starting to reverse
- observation before and during the reverse
- observation at the point of turn
- giving way to other drivers, cyclists and pedestrians where necessary

THE LEFT REVERSE

Three easy stages

Before moving away and pulling up beyond the corner to start the exercise:

Remember:

- the MSM routine
- to look into the junction

1. Straight reverse

- POM Routine
- Control and accuracy
The car should be about 45cm (18 inches from the kerb). Take note of the car's position through the rear window.
- Use a focal point at the bottom of the rear window that suits the learner's height and driving position.
- Observation
Mainly over the left shoulder to achieve rear vision, but including glances forward, to the sides and in the mirrors.

Reverse very slowly, keeping the car parallel with the kerb. Pull up just before the rear nearside wheel reaches the point of turn. Use a reference point outside the car such as a point on one of the kerbstones.

2. The corner

- POM

The general rule is to follow the kerb as it disappears from view in the rear window and reappears in the nearside rear window.

- Control and accuracy

At the point of turn, the amount of steering to the left needed depends on how sharp the corner is.

- Observation

Look in the direction of travel. Do keep checking ahead and in the blindspots.

If another road user approaches on the main road, a decision to pause or continue has to be made. It can sometimes be better to keep moving and clear the junction, rather than becoming an obstruction by waiting.

3. Straight reverse

- Control and accuracy

How to straighten the car up (using the focal point) and keep a reasonable distance from the kerb. How far to travel back.

OBSERVATION

OVER THE LEFT SHOULDER WITH GLANCES FORWARDS AND TO THE SIDES. IF ANOTHER DRIVER APPEARS TO THE REAR, CONSIDER THE NECESSARY ACTION WHICH WILL MINIMIZE ANY INCONVENIENCE OR POTENTIAL DANGER. IT MAY BE NECESSARY TO PULL FORWARDS ROUND THE CORNER TO ALLOW THE VEHICLE TO PASS.

GIVEN THE CHANGE IN VEHICLE DESIGN IN RECENT YEARS, CAR REAR WINDOWS ARE BECOMING SMALLER IN ORDER TO INCREASE PASSENGER CELL STRENGTH. OBSERVATION WHEN REVERSING SHOULD BE 'ALL ROUND AND EFFECTIVE'. BE SURE THAT ANY PRIORITISING SUGGESTED IN THE ADVICE HERE, DOES NOT LEAD TO A FORM OF TUNNEL VISION.

USEFUL LESSON HINTS:

- Always use an illustration. If the one you have doesn't suit the corner you've chosen – draw your own.
- Talk yourself through your own reversing round different types of corners before teaching.
- Never reverse from a minor road to a major road or at a crossroads.
- Focal points inside the car can help achieve an accurate manoeuvre. It shouldn't be necessary to use in-car markers such as matchsticks or sticky labels to denote a focal point in the rear or side windows.
- Reference points outside the car help judgement of the car's position.
- With modern cars it is usually necessary to use the mirrors as an aid when reversing, so glances, such as in the nearside mirror, are necessary and acceptable.
- Vary your choice of site as the lessons progress. Choose different types of corners:
 - sharp 90° corners
 - gradual corners
- Use different gradients.
- Observe your learner. You may need to sit sideways to face your learner. On a Part 3 test you must keep your belt on.
- Once you're happy with your learner's performance when reversing to the left, go on to teach a right-hand reverse. Explain why you are doing this.

PHRASEOLOGY – REVERSING

The following phraseology is an example of what you might need to say. Don't assume that this is all you have to say or exactly what you will need to say every time. Your learner may not do what you ask, so you may have to repeat a particular phrase in a different way.

Straight reverse

- Preparation
 - For straight reversing:
 - Pre-starting checks
 - Start engine and adopt the new seat position
 - Select reverse gear
- Observation
 - Normal observations and then
 - Look through the rear window
 - Choose focal points
- Manoeuvre
 - Set gas and release handbrake
 - Slowly clutch up until the car moves, feet still
- Exercise
 - Reverse slowly looking to the rear
 - Steer away or towards the kerb as necessary
 - Keep glancing ahead.

AN ALTERNATIVE EXAMPLE OF INSTRUCTIONAL GUIDANCE / COMMENTARY FOR LEFT CORNER REVERSE

Pull over and park on the left just before the corner you want to reverse around. Prepare to move off in first gear, look around for any road users or pedestrians, and drive slowly forwards past the junction. As you do so have a good look into the road to make sure there are no obstacles preventing you from carrying out the manoeuvre. And look at the curve of the corner: is it gentle or sharp?

Brake when the car is roughly 2 car lengths past the corner. Depending on the width of the road, you should be no more than about half a metre away from the kerb. Don't forget to apply the handbrake.

If you find it difficult to look over your shoulder with your seat belt on, you can take it off for the duration of the manoeuvre.

Put the gear into reverse and find the biting point, if you need to.

Have a good look all around, including in the mirrors. If it is safe to move, release the handbrake, look over your left shoulder and gradually raise the

clutch. Keep the speed of the car slow and steady as you move backwards using clutch control.

Make a note of the point where the kerb cuts the bottom of the rear windscreen. Keep this focal point in mind for later.

Your point of turn depends somewhat on your height in the car but can usually be judged as when the straight kerb stones in the side road appear in the rear side window.

Before steering, look all around the outside of the car, then steer left to take the car round the corner. Reverse into the turn, looking into the side road, but also checking for other traffic.

Keep your speed down to stay in control. Check how close you are to the kerb by glancing in the left door mirror occasionally.

Look for the original focal point, when the line of the kerb stones gets close to it, steer right to straighten your car parallel with the kerb.

Continue reversing down the road a short distance at a steady pace. Don't forget to glance frequently out of the front of the car, as another vehicle may well have turned into the road after you.

When you have reversed far enough back, brake gently, apply the handbrake and move the gears back to neutral. If you did remove your seat belt, don't forget to put it back on.

SKILLS DEVELOPMENT

Reversing in a straight line, then around different types of left and right corners, is our normal introduction to the set-piece exercises. These exercises are part of learning the size, shape and manoeuvrability of the vehicle.

Success with this series of manoeuvres requires the demonstration of three essential skills:

1. Vehicle control: coordinating the foot controls and steering.
2. Accuracy: following the curve of the kerb, be it sharp or gentle.
3. Observation: being aware of any traffic, including pedestrians.

Eco-safe tip: Always perform your manoeuvres with a warm engine; it's much more eco-friendly.

Instruction Method: Use a diagram to explain each exercise and offer a demonstration. Below are some examples of questions that you might ask your learner. With experience you can devise your own bank of possible questions. Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of 'telling' and 'Q&A' on how the learner responds to your guidance.

Topic Key Point:	Sample Question:
Recap at beginning	Have you reversed a car before?
Type of corner	Is the corner sharp or gradual?
Gradient	Is the road flat?
Straight reverse	What can you remember about reversing in a straight line?
Starting the exercise	How far beyond the corner will you need to be to start the exercise?
Reference points	At what point will you begin to steer round the corner and when will you need to straighten the vehicle up?
Focal points	How will you judge your distance from the corner?
Finishing the exercise	How far past the corner into the road should you reverse?

Typical faults to anticipate

- Control – too fast (or too slow).
- Accuracy – too wide or hitting/scraping kerb.
- Observation – not looking in direction of travel.
- Not looking ahead at the point of turn.
- Not checking blind spot before steering.
- Not making necessary all round observation.
- Including glances to the front and the appropriate mirrors.
- Not showing proper recognition of other road users.

Finally, as with all driving practise under instruction, complete the instructional core competencies by being sure that your learner knows and understands the causes of any driving faults and the solutions that you have provided.

LESSON XVII: RIGHT CORNER REVERSE

The Right Corner Reverse is a mandatory exercise on the ADI Part 2 qualifying examination. Also, new drivers who take a driving test in a van or estate car may be asked to reverse round a right-hand corner.

The exercise should be taught to all new drivers, although it is often omitted.

STAGE OF ABILITY

- Partly-Trained (For ADI PST purposes)

RECAP

- Left Corner Reverse

The skills to reverse safely around a left corner (POM routine, coordination of all the controls along with all round observations) can be transferred to this exercise.

CORE OF THE LESSON

Why do we need to reverse around a right-hand corner?

As well as providing an extra means to be able to turn back, it is a safer way to manoeuvre a van or other vehicle with limited/poor side or rear vision.

Pre-drawn diagrams are commercially available or can be improvised. These will help to make it clear what you expect your driver to do. As with the left reverse, it's better to introduce the exercise in stages.

1. Moving off and pulling up beyond the corner to start the exercise.

Remember

- The MSM Routine.
 - To look into the junction (to make sure there is enough room to complete the exercise safely).
 - Pull up immediately beyond the junction and reasonably close to the offside kerb.
2. Straight reverse
 - POM Routine.
 - Control and accuracy
Move the vehicle back slowly, keeping it reasonably close to the kerb. To ensure accuracy it is acceptable to use the offside mirror. The driver should also look over the right shoulder and if necessary, wind the window down. Keep a close check on how close the car is to the kerb and the corner. Pull up before the offside rear wheel reaches the point of turn. If necessary, use a suitable reference point outside the car.
 - Observation
As well as following the kerb, the driver must also glance ahead frequently and in the left door mirror. In a car, the observation needs to be mainly in the direction of travel. Keep looking all round and respond sensibly to any approaching traffic.
 3. The corner
 - POM Routine
 - Control and accuracy
The amount of steering and how quickly this needs to be, depends on how sharp or gentle the corner is.
 - Observation
Before steering, look all around and then over the right shoulder, through the offside window. Do keep looking all round. While reversing, keep checking ahead, making glances in the door mirrors as well as over to the left in a car. If another driver approaches on the main road, judge whether you can keep moving or need to wait while the driver passes.

4. Straight reverse

- **Control and accuracy**
Straighten the steering so that the car is parallel with the kerb, keep it a reasonable distance from the kerb. Not too far and not too close. As the car is on the opposite side of the road, it is safer to travel back a greater distance before finishing the manoeuvre. This will minimize danger from other vehicles turning into the junction.
- **Observation**
As soon as the car becomes parallel with the kerb, resume all round observation. Focus on the direction of travel, glancing ahead and in the left door mirror as well. During this manoeuvre, where another road user appears to be close, or is likely to get close, consider the necessary action that will minimize any inconvenience or potential danger.

A system of instruction

The importance of EDP:

- Explanation – using the ‘Question and Answer’ technique
- Demonstration – will this help? Is a diagram enough?
- Practise – Talk your learner through the exercise

A system of approach

The importance of:

- using the POM/MSM routines
- instructing in stages

Control

The importance of:

- coordinating the foot controls with the steering
- not reversing too fast or too slow

Accuracy

The importance of:

- keeping reasonably close to the kerb
- using focal and reference points

Observation

The importance of:

- observation before starting to reverse
- observation before and during the reverse
- observation at the point of turn
- giving way to other drivers, cyclists and pedestrians where necessary

USEFUL LESSON HINTS:

- Always use an illustration! If the one you have doesn't suit the right corner you've chosen – draw your own!
- Talk yourself through your own reversing round different types of right corners.
- Never reverse:
 - From a minor road to a major road
 - At a crossroads
- Focal points inside the car can help achieve an accurate manoeuvre. It shouldn't be necessary to use in-car markers such as matchsticks or sticky labels to denote a focal point in the rear or side windows.
- Reference points outside the car help judgement of the car's position.
- With modern cars it is usually necessary to use the mirrors as an aid when reversing, so glances, such as in the nearside and offside mirrors, are necessary and acceptable.

- Vary your choice of site as the lessons progress. Choose different types of corners:
 - sharp 90° corners
 - gradual corners
- Use different gradients.
- Observe your learner – you may need to sit sideways to face your learner, but on an ADI Part Three test you must keep your seat belt on.

PHRASEOLOGY

Adapt the phraseology used when introducing straight reversing and teaching the left corner reverse.

SKILLS DEVELOPMENT

Reversing successfully round different types of corner is part of learning the size, shape and manoeuvrability of the vehicle.

Successful manoeuvring requires the demonstration of three essential skills:

1. Vehicle control: coordinating the foot controls and steering.
2. Accuracy: following the curve of the kerb, be it sharp or gentle.
3. Observation: being aware of any traffic, including pedestrians.

Eco-safe tip: Always perform your manoeuvres with a warm engine; it's much more eco-friendly.

Instruction Method: Use a diagram to explain each exercise and offer a demonstration. Below are some examples of questions that you might ask your learner. With experience you can devise your own bank of possible questions. Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of 'telling' and 'Q&A' on how the learner responds to your guidance.

Topic Key Point:	Sample Question:
Recap at beginning	What are the skills needed to reverse round a corner?
Type of corner	Is the corner sharp or gradual?
Gradient	Is the road flat?
Starting the exercise	How far beyond the corner will you need to be to start the exercise?
Straight reverse	Where will you need to look when reversing in a straight line?
Reference points	At what point will you begin to steer round the corner and when will you need to straighten the vehicle up?
Focal points	How will you judge your distance from the corner?
Finishing the exercise	How far passed the corner into the road should you reverse?

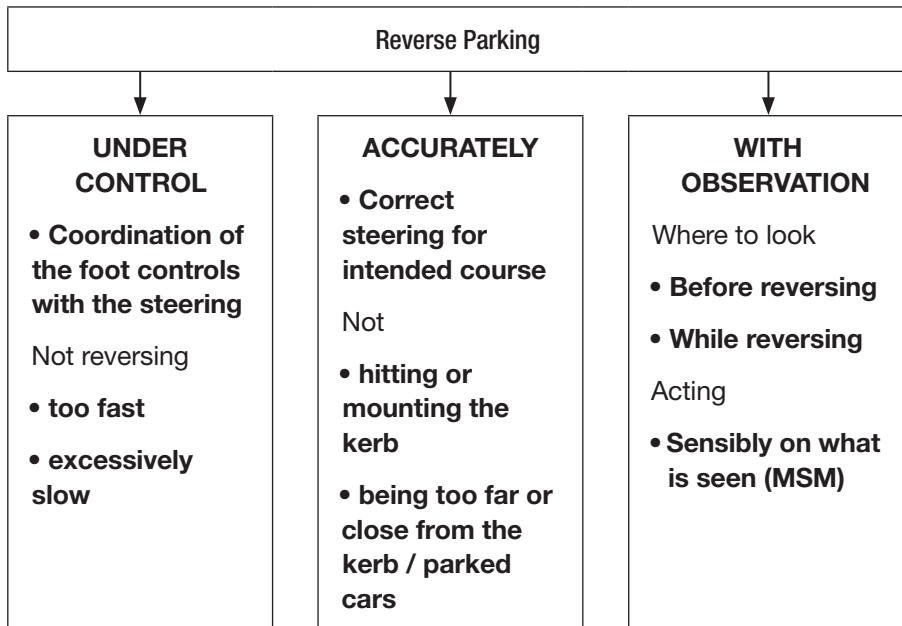
Typical faults to anticipate

- Control – too fast (or too slow).
- Accuracy – too wide or hitting/scraping kerb.
- Observation – not looking in direction of travel.
- Not looking ahead at the point of turn.
- Not checking blind spot before steering.
- Not making necessary all round observation, including glances to the front and the appropriate mirrors.
- Not showing proper recognition of other road users.

Finally, as with all driving practise under instruction, complete the instructional core competencies by being sure that your learner knows and understands the causes of any driving faults and the solutions that you have provided.

LESSON XVIII: REVERSE PARKING

KEY LEARNING POINTS



Prior to the introduction of the Reverse Parking exercise into the driving test, instructors knew the exercise as 'Parallel Parking' where learners were taught how to park between two other cars.

Reverse, or parallel parking makes use of the vehicle's manoeuvrability in reverse gear. To prevent damage to the vehicle, drivers must however avoid any temptation to turn the steering wheel while the vehicle is stationary.

STAGE OF ABILITY

- Trained

RECAP

- Reversing and the turn in the road exercises

All the skills required to reverse-park have been learnt whilst reversing and turning the car in the road.

CORE OF THE LESSON

Why is reverse parking part of the 'Learning to Drive' training course?

Reverse parking enables drivers to make use of parking spaces that cannot be driven into. How will you:

- know that your learner is ready for this exercise?
- link previous knowledge to the reverse park exercise?

POM/MSM routine

Ability to combine safe observation with good coordination of all the car's controls.

Which site will you use?

Choose somewhere quiet. You need only one parked car (reverse parking) to practise this exercise.

When your learner shows competence, go on to use two cars parked no less than two car lengths apart (parallel parking).

A system of instruction

The importance of EDP:

- Explanation – using the 'Question and Answer' technique
- Demonstration – will this help? Is a diagram enough?
- Practice – Talk your learner through the exercise

A system of approach

The importance of:

- using the POM/MSM routines
- instructing in stages

Control

The importance of:

- coordinating the foot controls with the steering
- not reversing too fast or too slow

Accuracy

The importance of completing the exercise:

- within two car lengths from the parked vehicle in front
- parallel with the kerb

The importance of:

- not being too close to any parked vehicle
- not being too close or too far from the kerb
- sight lines (s)

Observation

The importance of:

- observation before starting to reverse
- observation before and during the reverse
- observation at the point of turn
- giving way to other drivers, cyclists and pedestrians where necessary

REVERSE PARKING BEHIND ONE PARKED CAR

Four easy stages

- Before moving away and pulling up alongside the parked car to start the exercise, remember

to make sure there is no traffic around.

- Use the MSM routine.

1. Starting to reverse

- Begin in a straight position, level with, and no more than a metre (approximately 3 feet) from the lead stationary vehicle.
- POM

Preparation: Select reverse gear as part of the preparation.

- Observation
The reversing lights will inform drivers that approach from the rear of your learner's intention. Advise your learner to signal left if it will help another driver. Consider use of the brake lights to confirm that you are waiting for any vehicle to pass if safe.

After the normal observations watch to make sure that your learner looks mainly over the left shoulder to the rear and includes forward glances.

2. Starting to steer left

- Manoeuvre (accuracy and control)
When the rear of the training car is level with the rear of the stationary vehicle start to steer left (keep the car moving slowly).

3. Steering to the right

- When the training car is nearly half way in (gauge its steering wheel with the rear of the lead stationary vehicle) steer quite briskly to the right.
- Observation
Check the danger of clipping the stationary lead vehicle.

Glances in the nearside mirror are permitted, but should not be at the expense of looking to the side or through the rear window.

Use a sight line with the offside of the lead stationary vehicle to assist accuracy.

4. Straightening the steering wheels

- As the training car comes close to the kerb, steer left and finish with the wheels straight.

PARALLEL PARKING BETWEEN TWO PARKED CARS

- Always practise parking behind one parked car first!
- You will need a parking space of at least one and a half times the length of your training car to do this second manoeuvre.
- Adapt the method for reverse parking behind one parked car.
- To help judge when the training car is half way in, the offside of the training car should be lined up with the nearside headlamp of stationary car behind your parking space.
- Don't allow the rear nearside tyres to touch the kerb or be too far out. Instead it is better to move forwards and then backwards again to correct any error or straighten the training car up.

USEFUL LESSON HINTS:

- Use an illustration.
- Talk yourself through your own reversing round different types of corners.
- Focal points inside the car can help achieve an accurate manoeuvre. It shouldn't be necessary to use in-car markers such as matchsticks or sticky labels to denote a focal point in the rear or side windows.
- Reference points / Site line (s) outside the car help judgement of the car's position.
- With modern cars it is usually necessary to use the mirrors as an aid when reversing, so glances, such as in the nearside mirror, are necessary and acceptable.
- Observe your learner. You may need to sit sideways to face your learner. On a Part 3 test you must keep your belt on.

PHRASEOLOGY – REVERSE PARKING

This is an example of guidance/commentary. You will need to adapt it to suit your learner, the vehicle and the circumstances where you are teaching this exercise.

Drive forward past the empty space and use the footbrake to stop parallel to the car on your left hand side. Don't stop more than a metre from the car as you may cause greater obstruction than necessary.

Press your foot down on the clutch and select reverse gear, then lightly press down on the accelerator and raise the clutch close to the biting point.

Check all around for other road users, look over your left shoulder through the rear window, if the way is clear, drive back very slowly.

Watch for the rear corner of the car to your left in your rear side window. When you can see it, check all around and if safe turn the steering wheel to the left one full turn. Check the road both ways and then continue reversing very slowly at an angle into the space. When the front of your car is aligned with the rear bumper of the car in front, turn the steering wheel fully to the right, which will swing your car in towards the kerb.

Using clutch and brake controls slow the car right down, straighten the steering a little as you do so. You should be close to the kerb, but if not, you can move forwards and backwards to get it right. You will get a feel for how close you should be the more you practise.

Avoid letting your tyres touch the kerb. And don't steer whilst stationary, as this is bad for your tyres and steering.

SKILLS DEVELOPMENT

Reverse parking is an essential practical skill in today's traffic conditions. Being able to carry this exercise out successfully demonstrates that the driver is totally familiar with the size and positioning of the vehicle. Success with this manoeuvre requires the demonstration of three essential skills:

1. Vehicle control: coordinating the foot controls and steering.
2. Accuracy: knowing when and how much to steer to park the car.
3. Observation: being aware of any traffic, including pedestrians.

Parking a car isn't difficult to master. It just needs enough practise using some simple techniques.

Eco-safe tip: Always perform your manoeuvres with a warm engine; it's much more eco-friendly!

Instruction Method: Use a diagram to explain each exercise and offer a demonstration. Below are some examples of questions that you might ask your learner. With experience you can devise your own bank of possible questions. Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of 'telling' and 'Q&A' on how the learner responds to your guidance.

Topic Key Point:	Sample Question:
Site	Where should you not park your vehicle?
Parking on the street and amount of gap between other vehicles	When will you have to parallel park and how much space will you need?
Transferred learning	When you were taught to reverse around a corner and turn in the road, what were the three main aspects of both these exercises?
Illustration	Have you seen this diagram before?
First position and preparation	What routine should you use to move into the first position and how far should you be from the parked car?
Observation	Before beginning to manoeuvre, where must you look?
Manoeuvre into final position	Where should you be looking during the manoeuvre? What reference points could you use to help achieve an accurate manoeuvre? How will you control the car's speed and how much will you need to steer?

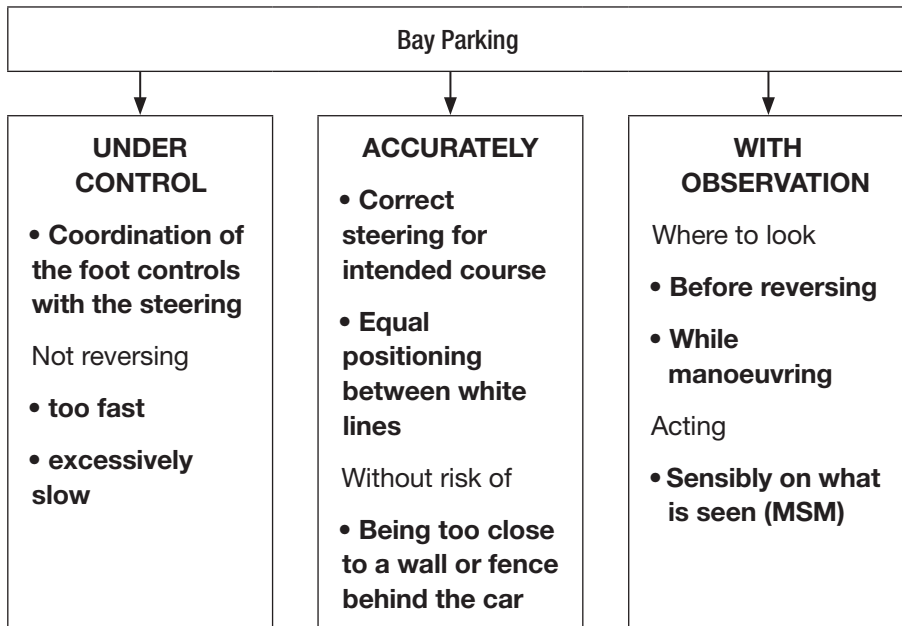
Typical faults to anticipate

- Not positioning level at the correct distance.
- Indecision regarding approaching traffic.
- Inadequate observations and steering.
- Hurrying the exercise and/or not completing the exercise within two car lengths of the parked car.

Finally, as with all driving practise under instruction, complete the instructional core competencies by being sure that your learner knows and understands the causes of any driving faults and the solutions that you have provided.

LESSON XIX: BAY PARKING

KEY LEARNING POINTS



Getting to your destination calls for many driving skills. Bay parking is an essential practical skill at the end of any journey and can be assessed at the start or end of a driving test where the Test Centre has parking bays. If you are parking in a car park, or possibly a garage, you will need to know how to reverse into a bay.

As with reverse parking behind a car, this exercise makes use of the vehicle's improved manoeuvrability in reverse gear.

Many instructors make it a routine to teach bay parking beginning straight, then reversing into the bay at 90 degrees. There are advantages to be considered, where there is enough room, to start the exercise at a 45 degree position, which is a common practice amongst most qualified drivers.

STAGE OF ABILITY

- Trained

RECAP

- Reverse Parking

All the skills required to bay park have been learnt whilst reverse parking.

CORE OF THE LESSON

Why is bay parking part of the 'Learning to Drive' training course?

Bay parking in car parks is an essential driving skill.

How will you:

- know that your learner is ready for this exercise?
- link previous knowledge to the bay park exercise?

POM/MSM routine

- Ability to combine safe observation with good coordination of all the car's controls.
- Which site will you use?

Choose somewhere quiet where you won't inconvenience others. You will need to gain permission for the use of private car parks.

A system of instruction

The importance of EDP:

- Explanation – using the ‘Question and Answer’ technique
- Demonstration – will this help? Is a diagram enough?
- Practise – Talk your learner through the exercise.

A system of approach

The importance of:

- using the POM/MSM routines
- instructing in stages

Control

The importance of:

- coordinating the foot controls with the steering
- not reversing too fast or too slow

Accuracy

The importance of completing the exercise:

- square between the lines in one bay

Observation

The importance of:

- observation before starting to manoeuvre
- observation during the manoeuvre
- giving way to other drivers, cyclists and pedestrians where necessary

USEFUL LESSON HINTS:

- Use an illustration.
- Consider how you bay park your car.

- When do you start to steer left/right and by how much?
- Where do you look before and whilst steering.
- What are the focal and reference points.
- How will you park square between the lines in one space?

PHRASEOLOGY – BAY PARKING

This is an example of guidance/commentary. You will need to adapt it to suit your learner, the vehicle and the circumstances where you are teaching this exercise.

Drive past the bay in the direction of the road until the rear of your car is aligned with the space. Select reverse gear, check all around, including your blind spot, for obstructions and pedestrians. Then turn your steering wheel in the direction of the bay, reversing very slowly into the space. Keep looking all around as you reverse as well as glancing in your mirrors to check your position and straighten the steering. Park as neatly as possible in the centre of the bay, ensuring that you and your passengers are able to open the doors safely. Secure your car by applying the handbrake and select neutral.

SKILLS DEVELOPMENT

Bay parking is an essential practical skill. Being able to carry this exercise out successfully demonstrates that the driver is totally familiar with the size and positioning of the vehicle. As with the other manoeuvres, success with this manoeuvre requires the demonstration of three essential skills:

1. Vehicle control: coordinating the foot controls and steering.
2. Accuracy: knowing when and how much to steer to park the car.
3. Observation: being aware of any traffic, including pedestrians.

Bay parking a car isn't difficult to master. It just needs enough practise using some simple techniques.

Eco-safe tip: Always perform your manoeuvres with a warm engine; it's much more eco-friendly!

Instruction Method: Use a diagram to explain each exercise and offer a demonstration. Below are some examples of questions that you might ask your

learner. With experience you can devise your own bank of possible questions. Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of 'telling' and 'Q&A' on how the learner responds to your guidance.

Topic Key Point:	Sample Question:
Site	Where should you not park your vehicle?
Transferred learning	When you were taught the reverse manoeuvres, what were the three main aspects of both these exercises?
Illustration	Have you seen this diagram before?
First position and preparation	What routine should you use to move into the first position and where should you position?
Observation	Before beginning to manoeuvre, where must you look?
Manoeuvre into final position	Where should you be looking during the manoeuvre?
	How will you control the car's speed and how much will you need to steer?

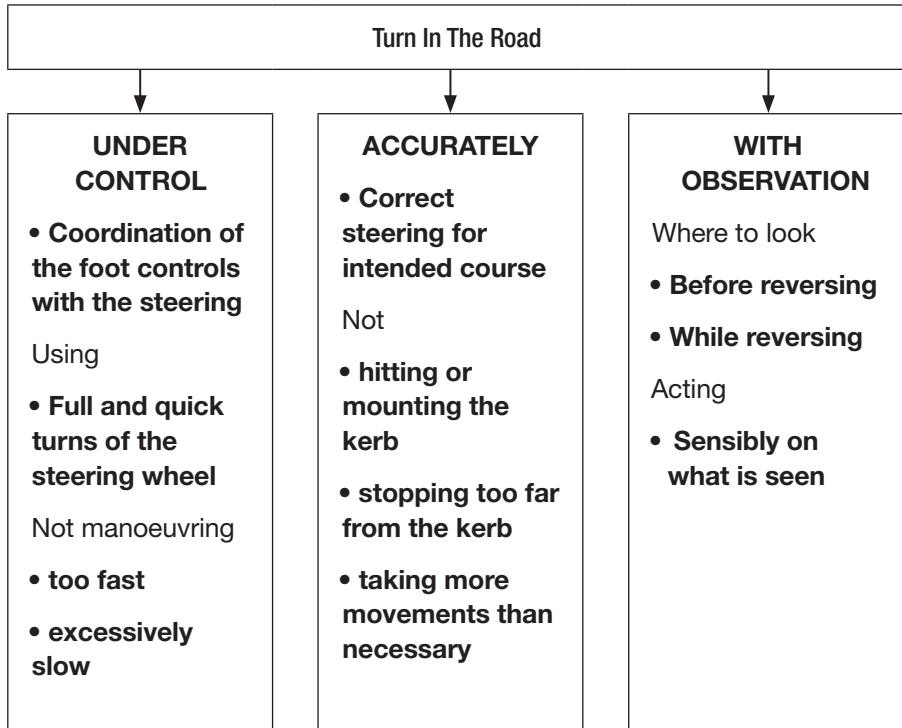
Typical faults to anticipate

- Indecision regarding approaching traffic.
- Inadequate observations and steering.
- Hurrying the exercise and/or not completing the exercise square between the lines in one space.

Finally, as with all driving practise under instruction, complete the instructional core competencies by being sure that your learner knows and understands the causes of any driving faults and the solutions that you have provided.

LESSON XX: TURN IN THE ROAD

KEY LEARNING POINTS



The idea of the turn on the road exercise is to manoeuvre the car so that it faces the opposite direction using forward and reverse gears.

This exercise demonstrates the driver's ability to fully control a car and at the same time look in the right places.

STAGE OF ABILITY

- Partly-Trained

RECAP

- Reversing and manoeuvring

All the skills required to turn the car in the road have been learnt whilst reversing around different types of corner and manoeuvring the car forwards.

CORE OF THE LESSON

Why is turn in the road part of the 'Learning to Drive' training course?

The turn in the road is an alternative method of changing direction to reversing round a corner.

How will you:

- know that your learner is ready for this exercise?
- link previous knowledge to this exercise?

POM routine

Ability to combine safe observation with good coordination of all the car's controls.

- Which site will you use?

Choose somewhere quiet with a slight camber.

- Will you or your learner need to remove your seat belt(s)?

A system of instruction

The importance of EDP:

- Explanation – using the 'Question and Answer' technique .
- Demonstration – will this help? Is a diagram enough?
- Practise – Talk your learner through the exercise.

A system of approach

The importance of:

- using the POM/MSM routines
- instructing in stages

Control

The importance of:

- coordinating the foot controls with the steering
- not reversing too fast or too slow

Accuracy

The importance of:

- completing the turn in as few movements as possible

Observation

The importance of:

- observation before starting to manoeuvre
- observation during the reverse
- giving way to other drivers, cyclists and pedestrians where necessary
- not overhanging the kerb, if this will cause inconvenience to passing pedestrians

USEFUL LESSON HINTS

- Always use an illustration! If the one you have doesn't suit the corner you've chosen – draw your own!
- Talk yourself through the exercise.
- Observe your learner. You may need to sit sideways to face your learner. On an ADI Part Three test you must keep your seat belt on.

PHRASEOLOGY – TURN IN THE ROAD

The following phraseology is an example of what you might need to say. Don't assume that this is all you have to say or exactly what you will need to say every time. Your learner may not do what you ask, so you may have to repeat a particular phrase in a different way.

For moving away...

- Preparation
 - Pre-starting checks and start engine
 - Select first gear
 - Set gas
- Observation
 - Normal observations
- Manoeuvre
 - Prepare and release the handbrake (if not already done so)
 - Slowly clutch up until the car moves
 - Feet still
- Exercise
 - Move slowly forwards using clutch control
 - Steer briskly and fully to the right
 - Over the crown, clutch down and cover brake
 - Steer briskly to the left
 - Move slowly forwards using brake control
 - Gently brake to a stop close to the kerb
 - Apply handbrake. Make the car safe.

For reversing...

- Preparation
 - Prepare for an uphill start in reverse gear
- Observation
 - Normal observations
 - First looking over the left shoulder
- Manoeuvre
 - Prepare and release the handbrake (if not already done so)

- Slowly clutch up until the car moves
 - Feet still
- Exercise
 - Move slowly backwards using clutch control
 - Steer briskly and fully to the left
 - Over the crown, clutch down
 - Look over the right shoulder
 - Steer briskly to the right
 - Move slowly backwards using brake control
 - Gently brake to a stop close to the kerb
 - Apply handbrake. Make the car safe.

For moving forwards into a parking position...

- Preparation
 - Prepare for an uphill start in first gear
- Observation
 - Normal observations
- Manoeuvre
 - Prepare and release the handbrake (if not already done so)
 - Slowly clutch up until the car moves
 - Feet still
- Exercise
 - Move slowly forwards using clutch control
 - Steer to the right
 - Over the crown, clutch down
 - Steer to the left
 - Move slowly forwards
 - Check mirrors and signal if necessary
 - Gently brake to a stop close to the kerb
 - Apply handbrake. Make the car safe.

SKILLS DEVELOPMENT

The objective is to turn the car around to face the opposite direction using forward and reverse gears, without letting the tyres touch either kerb or entering a driveway.

Being able to demonstrate a turn in the road shows all the necessary skills to fully control a car.

This manoeuvre is colloquially known as the ‘three point turn’. We avoid this term because it can be completed in more turns where necessary. Three points are a minimum, not a maximum!

Success with this manoeuvre requires the demonstration of three essential skills:

1. Vehicle control: coordinating the foot control and steering.
2. Accuracy: Steering briskly in the correct direction at the appropriate points.
3. Observation: being aware of any traffic, including pedestrians.

Eco-safe tip: Always perform your manoeuvres with a warm engine; it’s much more eco-friendly!

Instruction Method: Use a diagram to explain each exercise and offer a demonstration. Below are some examples of questions that you might ask your learner. With experience you can devise your own bank of possible questions. Questions used must be appropriate to the learner and the circumstances of the lesson. Judge the balance of ‘telling’ and ‘Q&A’ on how the learner responds to your guidance.

Topic Key Point:

Sample Question:

Site

When and where may you turn the car in the road?

Width of road

How many turns will it take to turn the car round in this road?

Camber

How will you need to control the car when dealing with any camber in the road?

Aspects of the exercise

Can you remember the main aspects of the reversing exercises?

Illustration	Have you seen this diagram before?
POM	What routine will you use to begin each stage?
Accuracy	How quickly and in what manner will you need to turn the steering wheel?
Observation	Where will you need to look when: 1. going forwards? 2. reversing?
Finishing the exercise	How and where will you complete the exercise?

Typical faults to anticipate

Similar faults to reversing round a corner especially:

- Control – too fast (or too slow).
- Poor coordination of the controls including the handbrake.
- Accuracy – not completing in three points in a sufficiently wide road.
- Insufficient and/or 'shuffle' steering.
- Poor assessment of proximity of the kerb, particularly to rear when reversing.
- Observation – not looking in the correct directions.
- Indecision regarding waiting traffic.
- Not showing proper recognition of other road users.

Finally, as with all driving practise under instruction, complete the instructional core competencies by being sure that your learner knows and understands the causes of any driving faults and the solutions that you have provided.