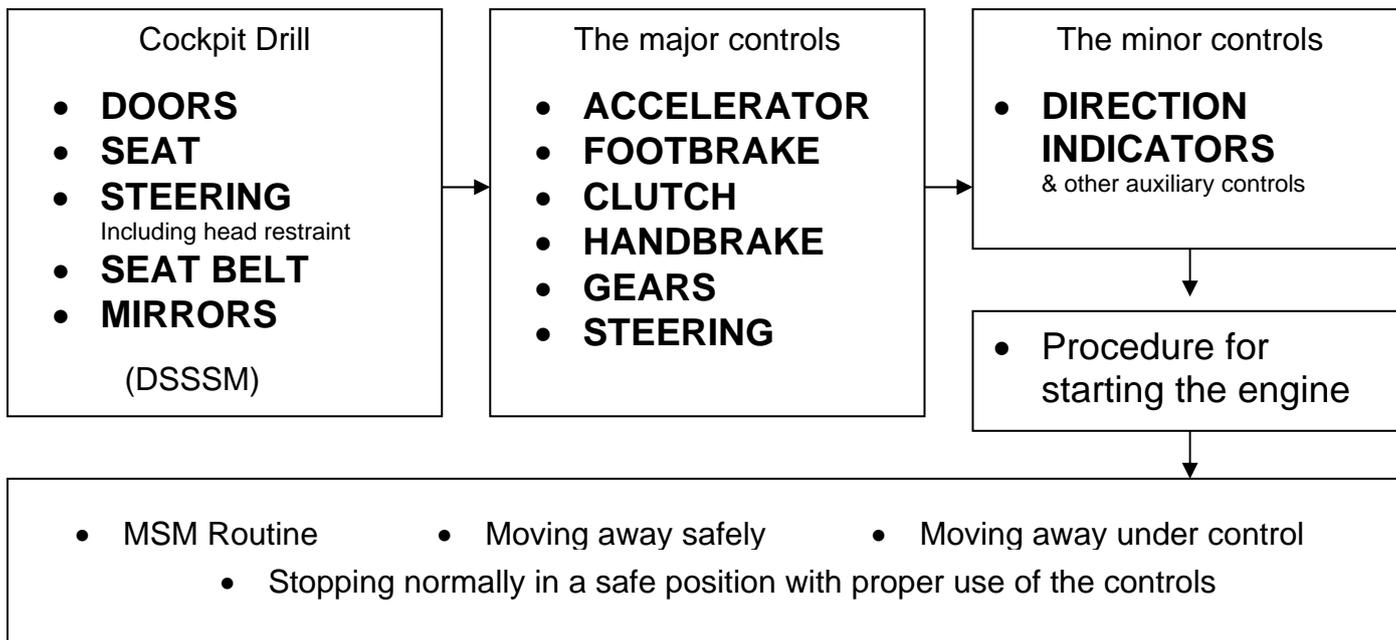


Lesson 1: Explanation of the Controls

Introducing Key Learning Areas



Preparation Notes:

This would normally be a lesson for a complete beginner. Aim to cover the essential information within 45 minutes to allow a little time to attempt moving and stopping the car. Ideally this lesson should have a longer duration than one hour.

Essentials:

- Clutch diagram

Location:

Nursey patch. Quiet flat road

Goals for Driver Education (GDE) matrix

Level 1

National standard for driving cars and light vans:

Role 1 Preparing the vehicle for a journey

Role 2: Guide and control the vehicle

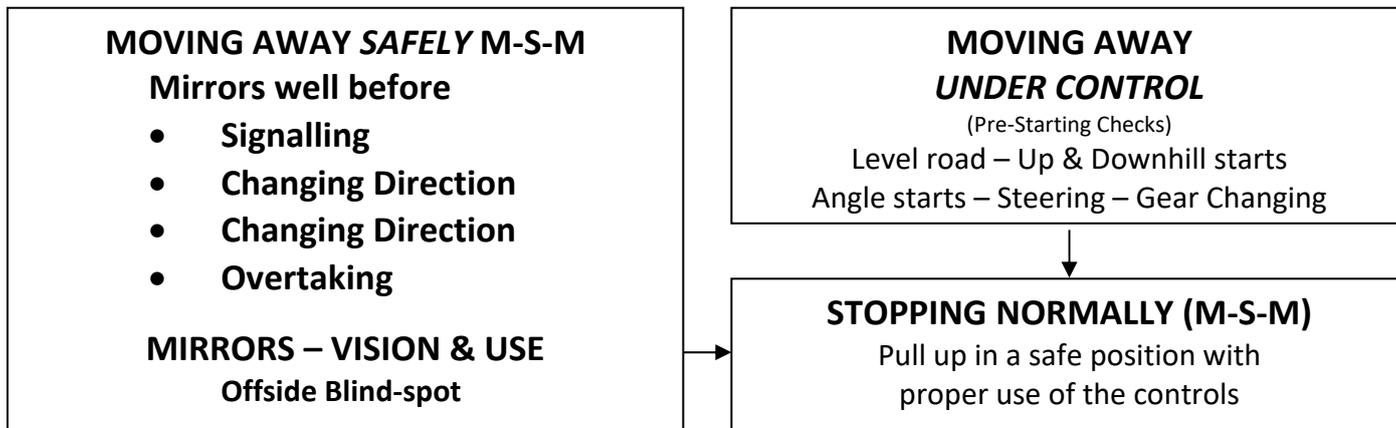
Anything else?

You decide ...

I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5

Lesson 2: Moving Away & Making Normal Stops

Introducing Key Learning Areas



Preparation Notes:

Moving the car off for the very first time is one of the most exciting and memorable moments for the new learner driver.

Talking your learner through the safe routine for moving away and stopping will usually require comprehensive guidance, known as ‘full instruction’.

Guidance must be clear, accurate 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 this instruction.

Essentials:

- Clutch diagram
- Dry run (Dummy run / Dress rehearsal)
- Dealing with a stalled engine
- Use “Preparation – Observation – Manoeuvre” (POM) Routine

Location:

Nurse patch. Quiet flat road

Goals for Driver Education (GDE) matrix

Level 1

National standard for driving cars and light vans:

Role 1 Preparing the vehicle for a journey

Role 2: Guide and control the vehicle:

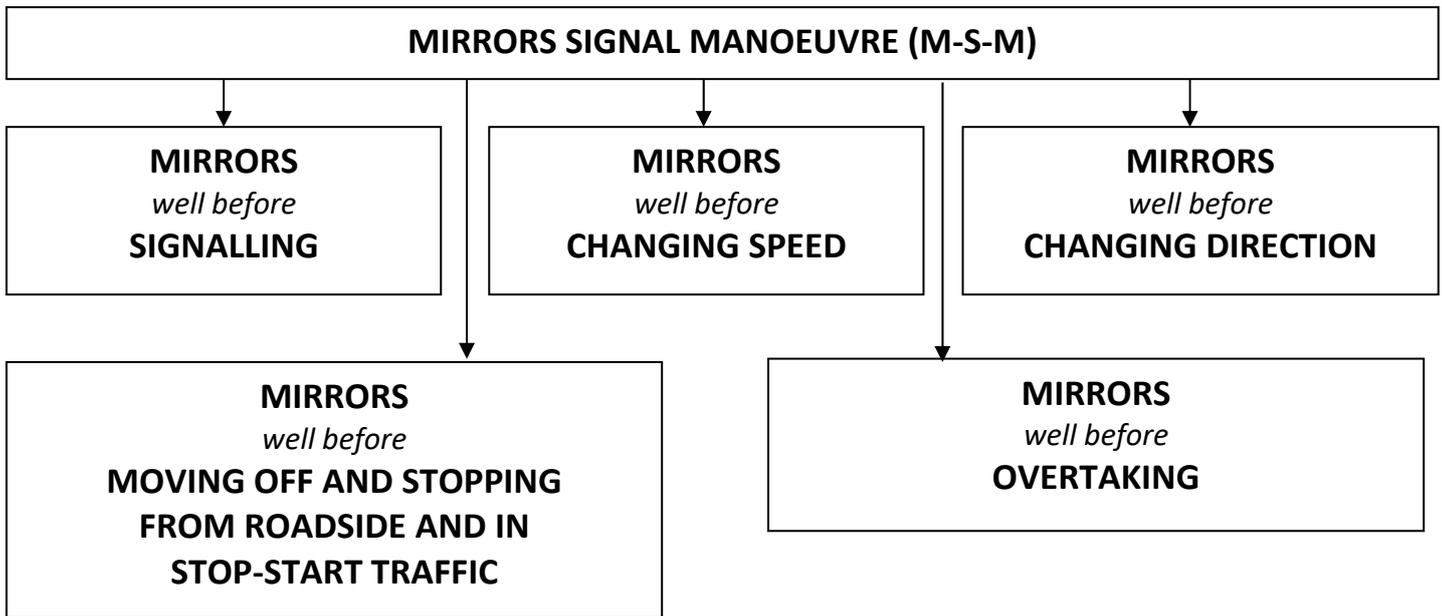
Anything else?

You decide ...

I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5

Lesson 3: Use of Mirrors

Introducing Key Learning Areas



Preparation Notes:

Good forward planning and anticipation includes seeing what is following or at the side of the car. Dealing with closely following traffic and potential third-party aggressive behaviour.

Essentials:

- No head movement for checking interior mirror
- Some head movement for checking exterior mirrors

Location:

Suited to learner’s ability and competence

Goals for Driver Education (GDE) matrix

Level 2, 3 & 4

National standard for driving cars and light vans:

Role 2: Guide and control the vehicle

Role 3: Use the road in accordance with the Highway Code

Role 4: Drive safely and responsibly in the traffic system

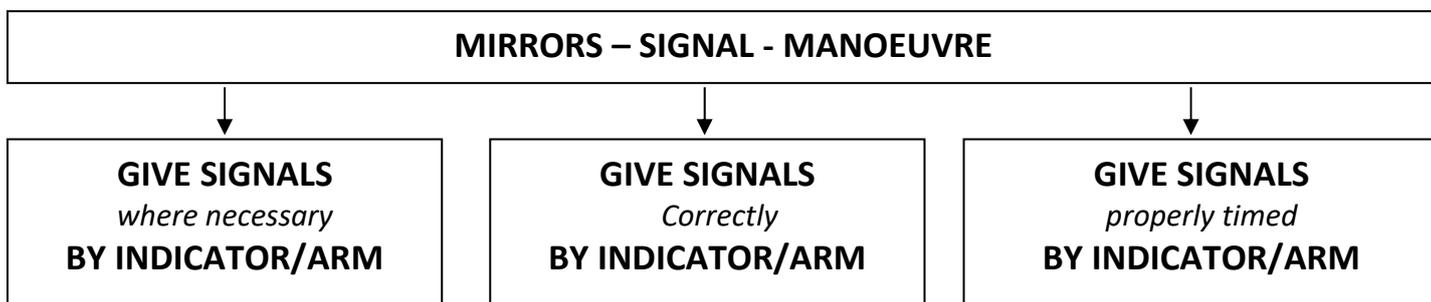
Anything else?

You decide ...

I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5

Lesson 4: Use of Signals

Introducing Key Learning Areas



Preparation Notes:

Signals are the most obvious means of communication between drivers and all other road users. It is important that direction signals are given correctly, in a clear and unmistakable manner. Arms signals for drivers and riders are still shown in the Highway Code. We can expect arm signals to be used by pedal cyclists and horse riders.

Drivers complain about the lack of signals from other drivers. To overcome this, we can identify how a driver's intention may be determined by where he or she is looking, the vehicles speed, or the direction where the vehicle's front wheels are pointing. An example of this is when dealing with roundabout approach.

Essentials:

"Mirrors – Signal – Manoeuvre" Is given as advice in the Highway Code. Signals do need to be given where they would benefit another road user.

Location:

Suited to learner's ability and competence

Goals for Driver Education (GDE) matrix

Level 2

National standard for driving cars and light vans:

Role 2: Guide and control the vehicle

Role 3: Use the road in accordance with the Highway Code

Role 4: Drive safely and responsibly in the traffic system

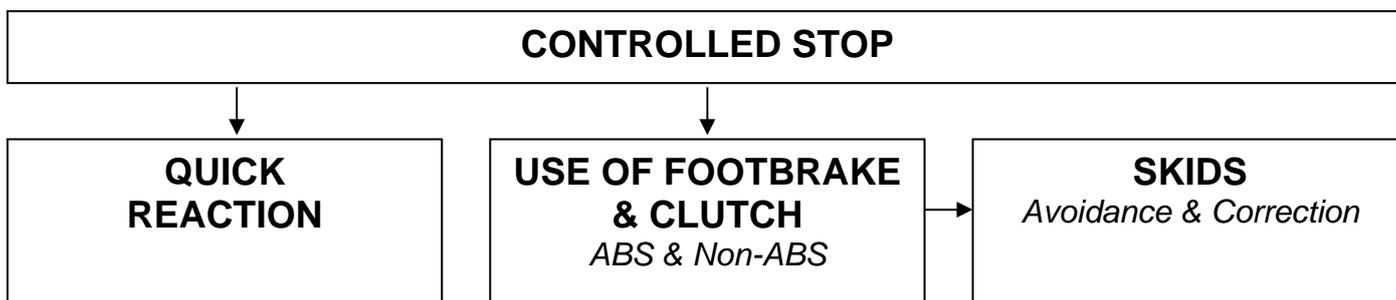
Anything else?

You decide ...

I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5

Lesson 5: Emergency Stop

Introducing Key Learning Areas



Preparation Notes:

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.

Where a learner is also taking private practice, probably be in a car without dual controls, you should introduce this exercise earlier rather than on later lessons.

Essentials:

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.

Location:

Quiet road with no following traffic

Goals for Driver Education (GDE) matrix

Level 1

National standard for driving cars and light vans:

Role 2: Guide and control the vehicle

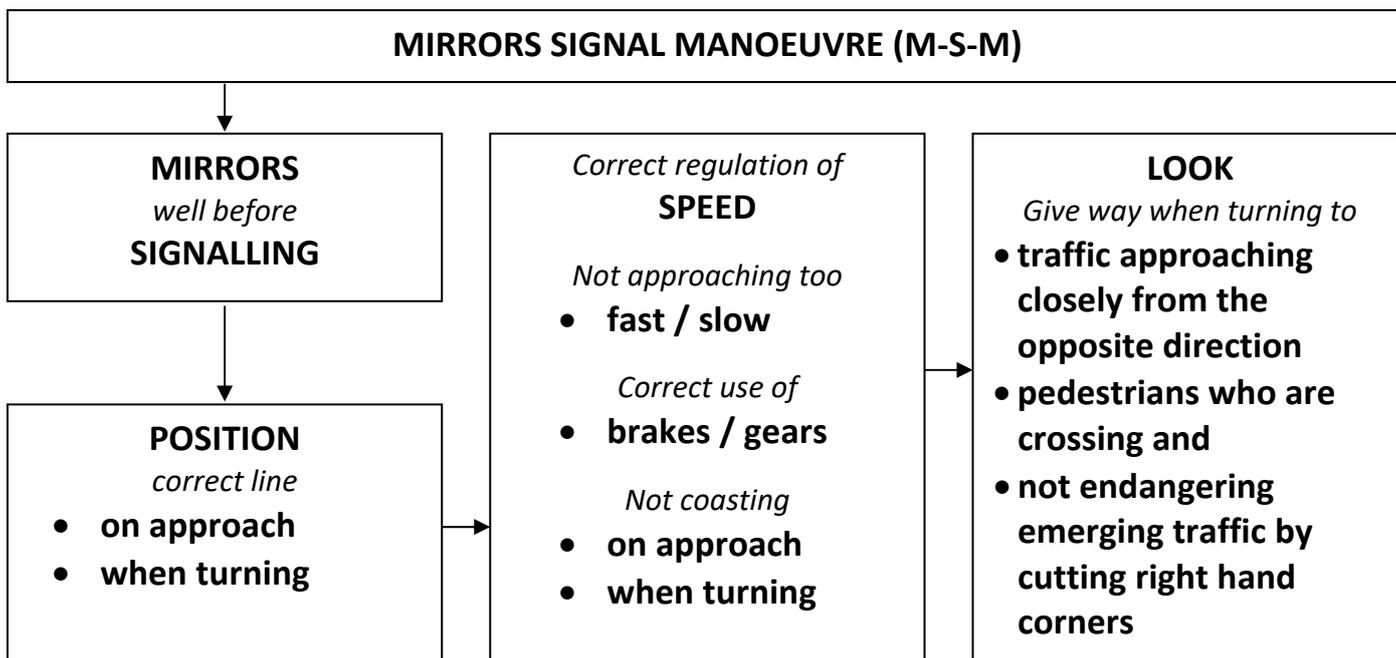
Anything else?

You decide ...

I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5

Lesson 6: Approaching Junctions – Major to Minor

Introducing Key Learning Areas



Preparation Notes:

Most collisions will occur at junctions because this is where all types of traffic meet. This is an opportunity to review third party behaviour, including not only drivers, but those on two wheels, including electric scooters.

Essentials:

Use “Mirrors – Signal – Manoeuvre” routine as shown above.

Location:

Quiet residential roads to begin with.

Goals for Driver Education (GDE) matrix

Level 2, 3 & 4

National standard for driving cars and light vans:

Role 2: Guide and control the vehicle

Role 3: Use the road in accordance with the Highway Code

Role 4: Drive safely and responsibly in the traffic system

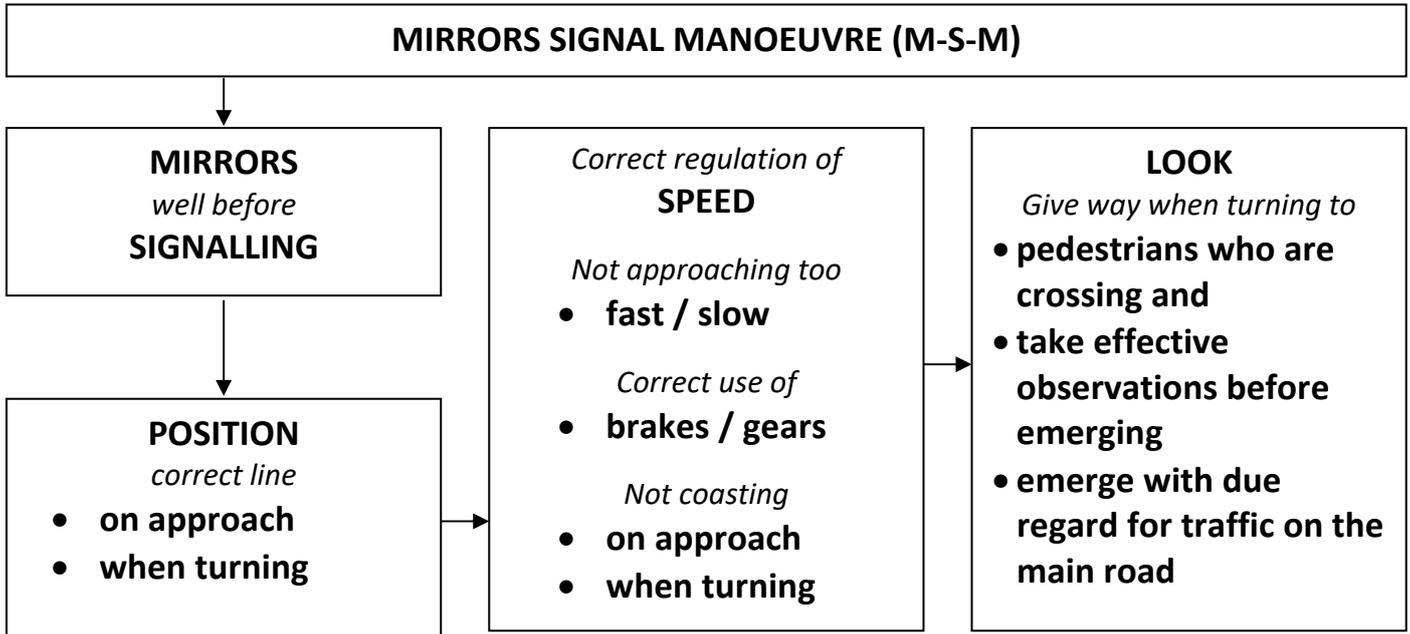
Anything else?

You decide ...

I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5

Lesson 7: Approaching Junctions – Minor to Major

Introducing Key Learning Areas



Preparation Notes:

Most collisions will occur at junctions because this is where all types of traffic meet. This is an opportunity to review third party behaviour, including not only drivers, but those on two wheels, including electric scooters.

Essentials:

Use “Mirrors – Signal – Manoeuvre” routine as shown above.

Location:

Quiet residential roads to begin with.

Goals for Driver Education (GDE) matrix

Level 2, 3 & 4

National standard for driving cars and light vans:

Role 2: Guide and control the vehicle

Role 3: Use the road in accordance with the Highway Code

Role 4: Drive safely and responsibly in the traffic system

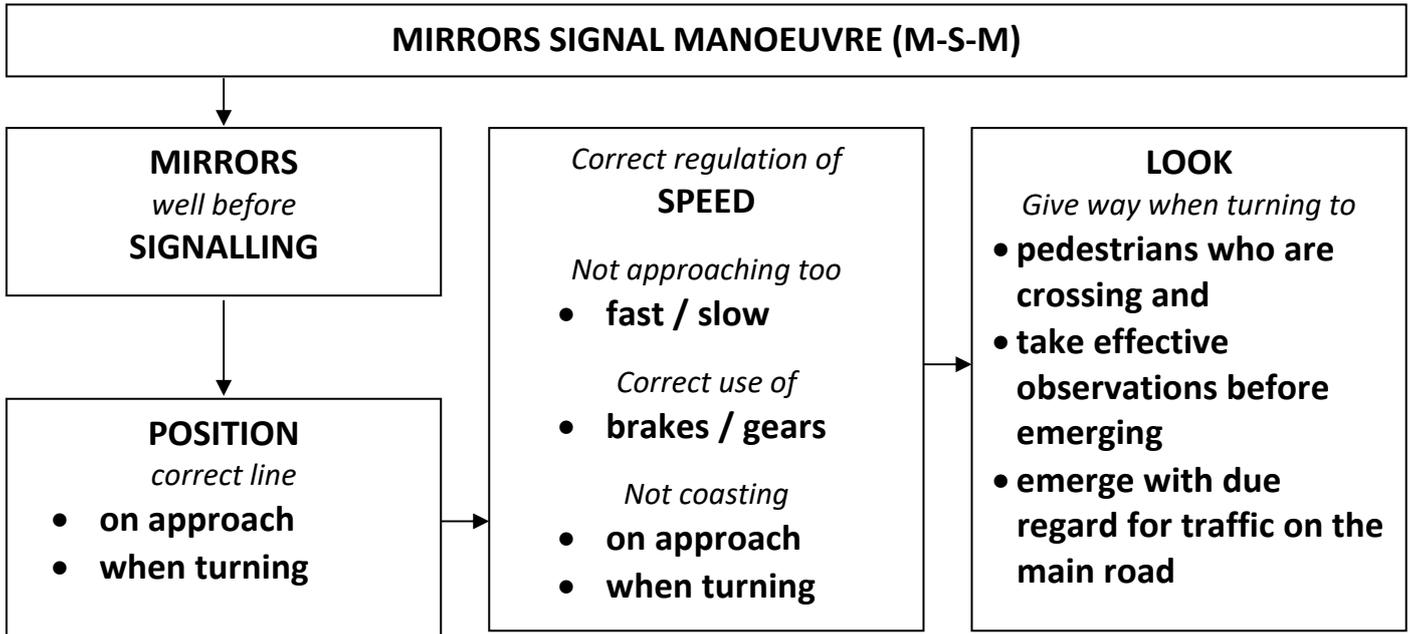
Anything else?

You decide ...

I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5

Lesson 8: Crossroads

Introducing Key Learning Areas



Preparation Notes:

Most collisions will occur at junctions because this is where all types of traffic meet. This is an opportunity to review other driver behaviour.

Essentials:

Use “Mirrors – Signal – Manoeuvre” routine as shown above.

Location:

Quiet residential roads to begin with.

Goals for Driver Education (GDE) matrix

Level 2, 3 & 4

National standard for driving cars and light vans:

Role 2: Guide and control the vehicle

Role 3: Use the road in accordance with the Highway Code

Role 4: Drive safely and responsibly in the traffic system

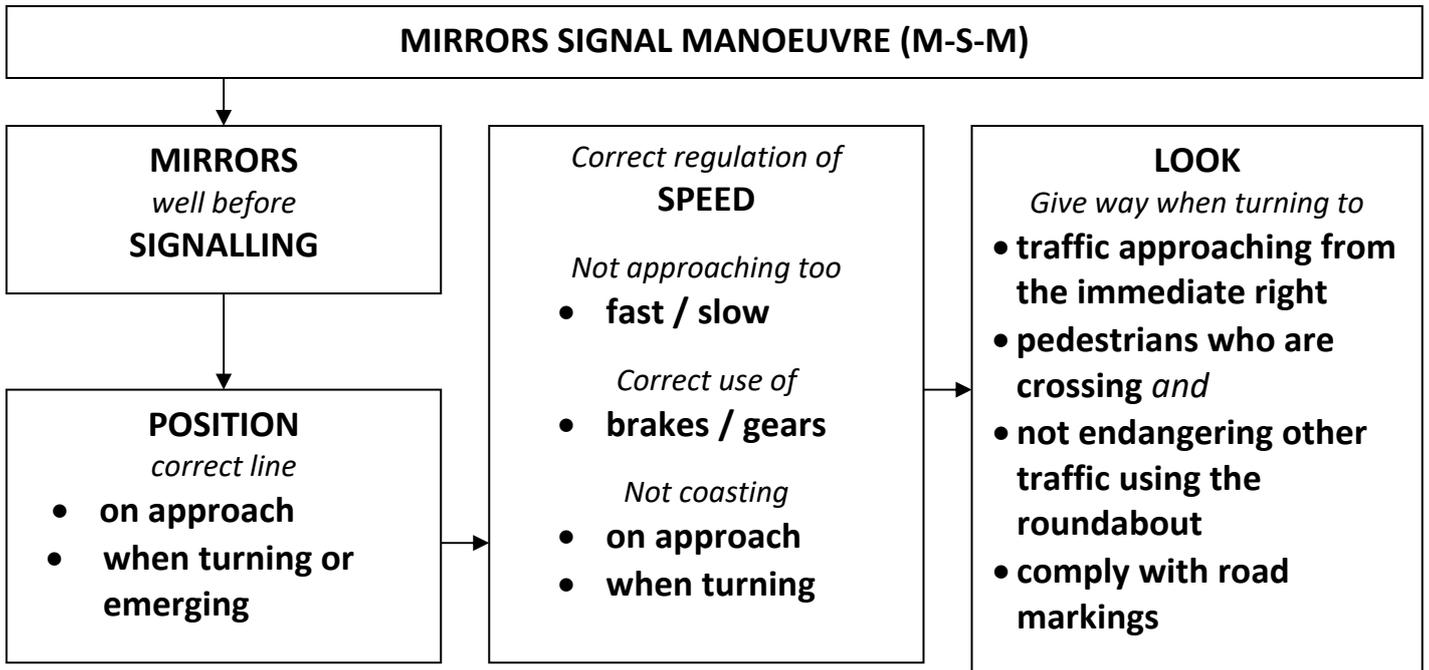
Anything else?

You decide ...

I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5

Lesson 9: Roundabouts

Introducing Key Learning Areas



Preparation Notes:

Most collisions will occur at junctions, including roundabouts where rear-end shunts can be common. On approach learners must check for waiting traffic ahead, as well as looking for traffic with priority to the right. Review other driver behaviour and the need for lane discipline, particularly on large or complex roundabouts.

Introduce topic using a diagram to show the correct route through the roundabout to the chosen exit.

Essentials:

Use “Mirrors – Signal – Manoeuvre” routine as shown above.

Location:

Quiet residential roads to begin with.

Goals for Driver Education (GDE) matrix

Level 2, 3 & 4

National standard for driving cars and light vans:

Role 2: Guide and control the vehicle

Role 3: Use the road in accordance with the Highway Code

Role 4: Drive safely and responsibly in the traffic system

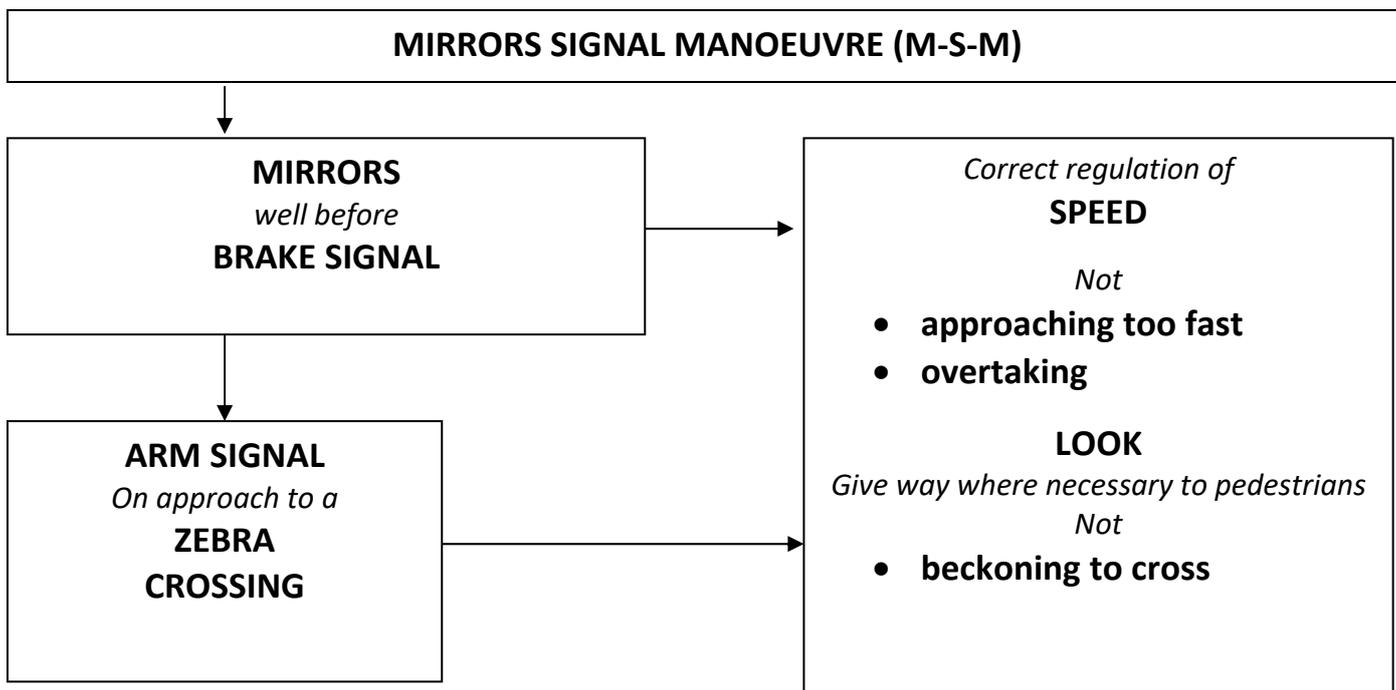
Anything else?

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1	2	3	4	5

Lesson 10: Pedestrian Crossings

Introducing Key Learning Areas



Preparation Notes:

Cover all types of both controlled and non-controlled pedestrian crossings. This is an opportunity to review pedestrian expectations and behaviour where there are refuges in the centre of the road.

Essentials:

Adapt “Mirrors – Signal – Manoeuvre” routine as shown above.

Location:

Usually, the High Street or similar road.

Goals for Driver Education (GDE) matrix

Level 2, 3 & 4

National standard for driving cars and light vans:

Role 2: Guide and control the vehicle

Role 3: Use the road in accordance with the Highway Code

Role 4: Drive safely and responsibly in the traffic system

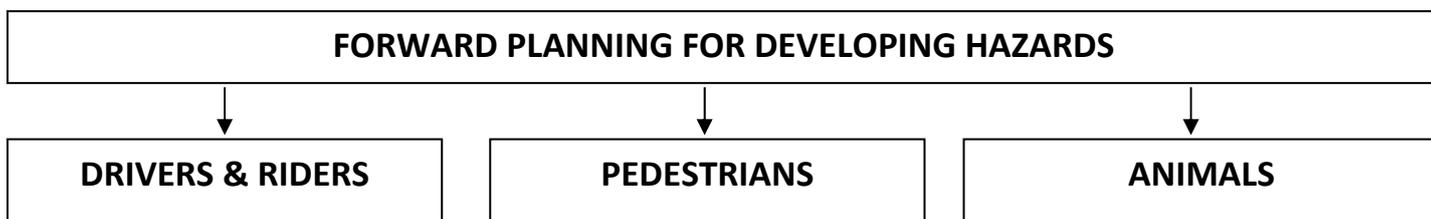
Anything else?

You decide ...

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1	2	3	4	5

Lesson 11: Awareness and Anticipation (What if?)

Introducing Key Learning Areas



Preparation Notes:

Judgment approaching road hazards ...

1. Fixed features such as road junctions or bends
2. Moving features such as vehicle traffic and pedestrians
3. Changing weather conditions

Good forward planning and anticipation.

- a. What can be seen ahead?
- b. What cannot be seen?
- c. What might you expect to happen?
- d. Prioritise hazards
- e. What to do if things change?

Driving styles, consideration for other road users and coping with incidents of aggressive behaviour.

Essentials:

Apply “Mirrors – Signal – Manoeuvre” routine to individual circumstances with good anticipation. Pedestrians stepping out from behind buses at stops is one of many “What if” examples.

Location:

All roads.

Goals for Driver Education (GDE) matrix

Level 2, 3 & 4

National standard for driving cars and light vans:

Role 2: Guide and control the vehicle

Role 3: Use the road in accordance with the Highway Code

Role 4: Drive safely and responsibly in the traffic system

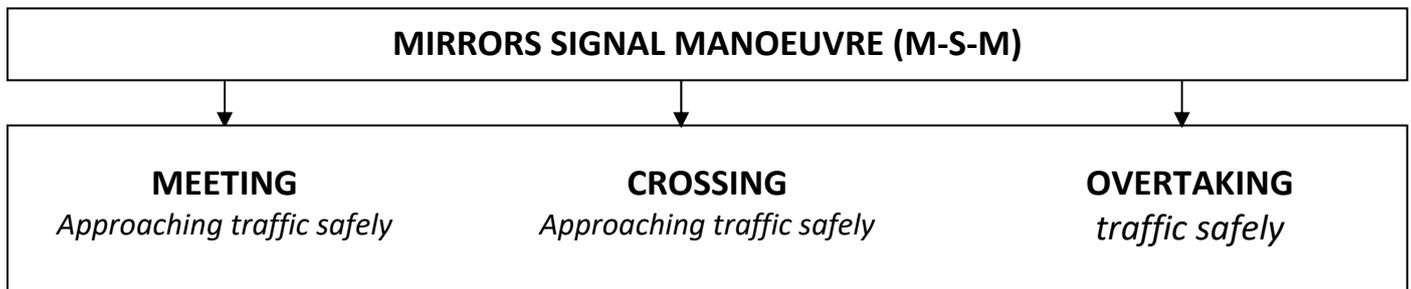
Anything else?

You decide ...

I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5

Lesson 12: Judgement when Meeting & Crossing Approaching Traffic; Overtaking other Traffic

Introducing Key Learning Areas



Preparation Notes:

Judgment approaching traffic situations ...

1. When to wait
2. When to go

Driving styles, consideration for other road users and coping with incidents of aggressive behaviour.

Learners will overtake pedal cyclists and buses serving their stops – early anticipation using MSM routine.

Essentials:

Apply “Mirrors – Signal – Manoeuvre” routine to individual circumstances.

Location:

All roads.

Goals for Driver Education (GDE) matrix

Level 2, 3 & 4

National standard for driving cars and light vans:

Role 2: Guide and control the vehicle

Role 3: Use the road in accordance with the Highway Code

Role 4: Drive safely and responsibly in the traffic system

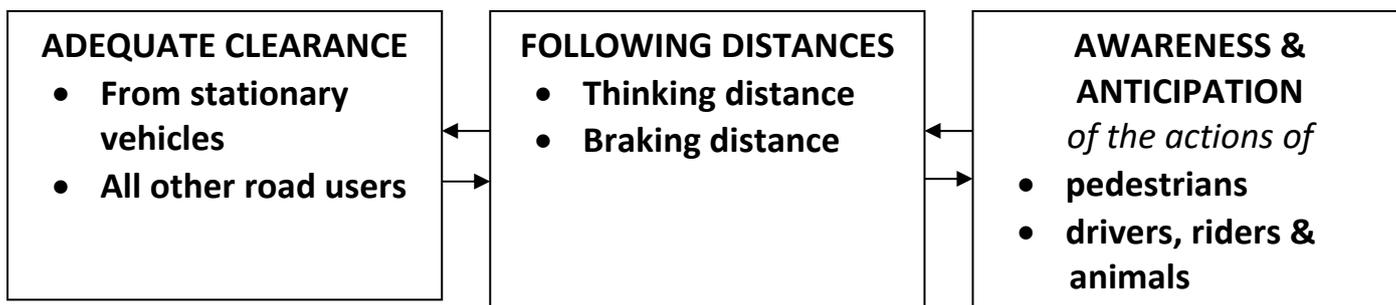
Anything else?

You decide ...

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1	2	3	4	5

Lesson 13: Keep Space - Clearances & Following Distances

Introducing Key Learning Areas



Preparation Notes:

Judgment approaching traffic situations ... road position

1. Not too close to the left or approaching traffic
2. Not too close to vehicles in front

Driving styles, consideration for other road users and coping with incidents of aggressive behaviour.

Essentials:

Apply previous theory learning eg vehicle separation and stopping distances

Apply "Mirrors – Signal – Manoeuvre" routine to individual circumstances.

Location:

All roads.

Goals for Driver Education (GDE) matrix

Level 2, 3 & 4

National standard for driving cars and light vans:

Role 2: Guide and control the vehicle

Role 3: Use the road in accordance with the Highway Code

Role 4: Drive safely and responsibly in the traffic system

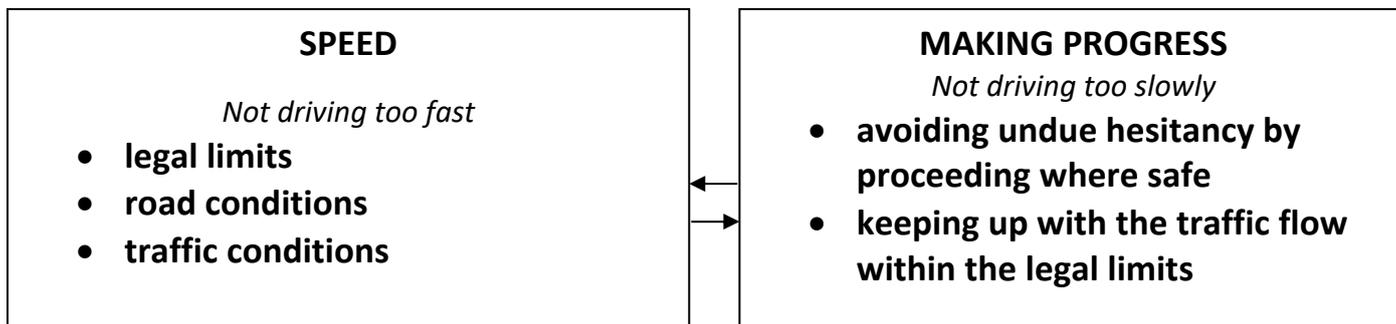
Anything else?

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1	2	3	4	5

Lesson 14: Use of Speed and Making Progress

Introducing Key Learning Areas



Preparation Notes:

- How to judge vehicle speed, including use of the speedometer
- How to judge safe speed in varying traffic conditions circumstances
- How to use visibility “limit points” on faster country roads

Driving styles, consideration for other road users and coping with incidents of aggressive behaviour.

Essentials:

- Apply previous theory learning eg vehicle separation and stopping distances
- “No speed limit is ever a target” “Drive at a safe speed for the traffic and road conditions”
- “Twenty is plenty” “You can be driving too fast, even within the speed limit”

Location:

All roads.

Goals for Driver Education (GDE) matrix

Level 2, 3 & 4

National standard for driving cars and light vans:

- Role 2: Guide and control the vehicle
- Role 3: Use the road in accordance with the Highway Code
- Role 4: Drive safely and responsibly in the traffic system

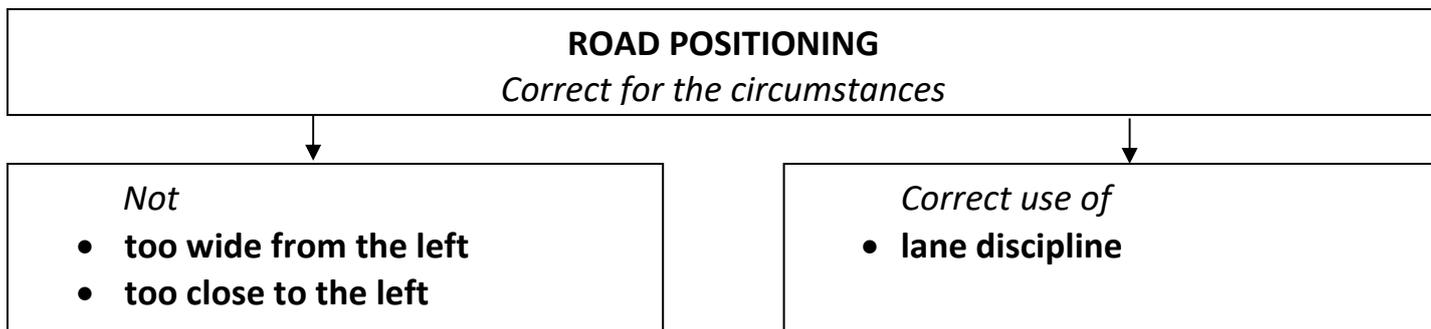
Anything else?

You decide ...

I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5

Lesson 15: Road Positioning and Lane Discipline

Introducing Key Learning Areas



Preparation Notes:

Applying the rule of the road when driving ahead ...

1. on an empty, clear roads
2. where there are obstructions or traffic management schemes including bus lanes

Driving styles, consideration for other road users and coping with incidents of aggressive behaviour.

Essentials:

Apply “Mirrors – Signal – Manoeuvre” routine to individual circumstances.

Location:

All roads.

Goals for Driver Education (GDE) matrix

Level 2, 3 & 4

National standard for driving cars and light vans:

Role 2: Guide and control the vehicle

Role 3: Use the road in accordance with the Highway Code

Role 4: Drive safely and responsibly in the traffic system

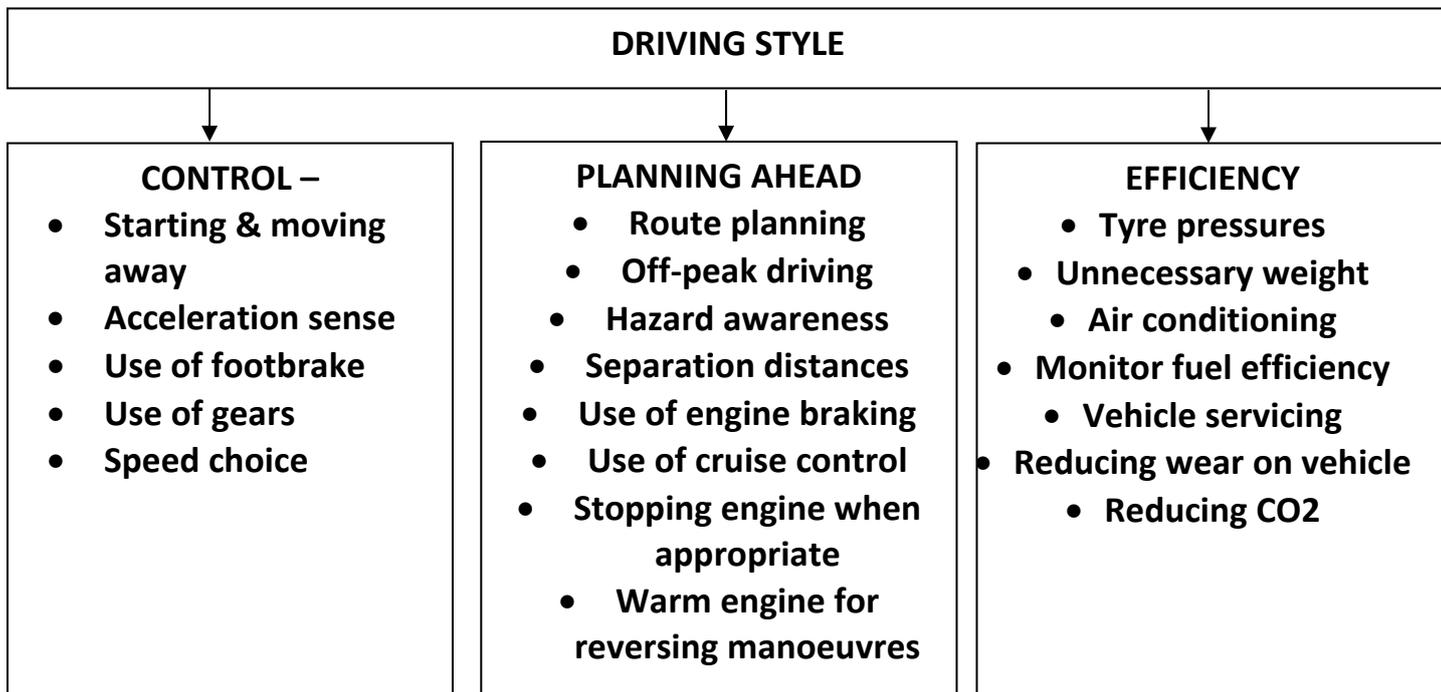
Anything else?

You decide ...

I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5

Lesson 16: Eco-Safe Driving

Introducing Key Learning Areas



Preparation Notes:

Review previous learning, including theory elements.

Driving styles, consideration for other road users and coping with incidents of aggressive behaviour.

Essentials:

Adapt a smooth driving style with good forward planning and anticipation.

Location:

All roads.

Goals for Driver Education (GDE) matrix

Level 1, 2, 3 & 4

National standard for driving cars and light vans:

Role 2: Guide and control the vehicle

Role 3: Use the road in accordance with the Highway Code

Role 4: Drive safely and responsibly in the traffic system

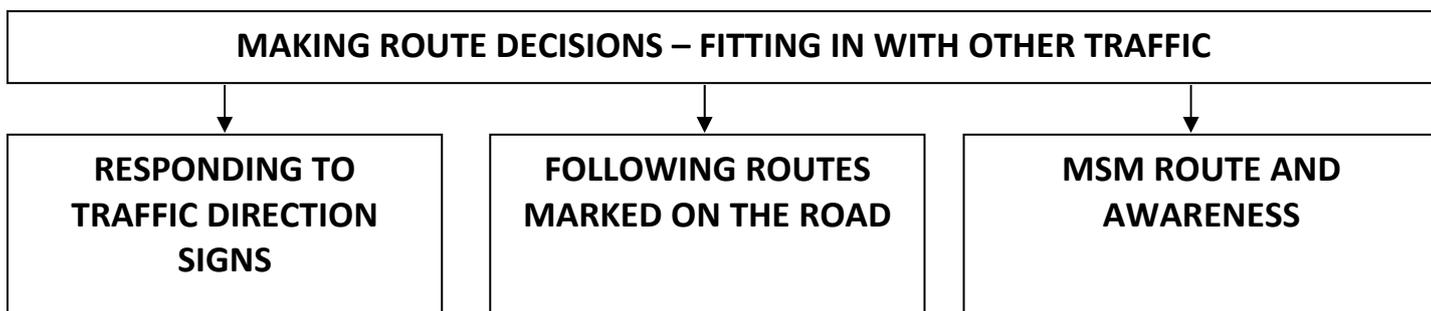
Anything else?

You decide ...

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1	2	3	4	5

Lesson 17: Independent Driving

Introducing Key Learning Areas



Preparation Notes:

Learner judged to be ready to drive a route without guidance or any training input

Essentials:

Apply “Mirrors – Signal – Manoeuvre” routine fully independently.

Location:

All roads.

Goals for Driver Education (GDE) matrix

Level 2, 3 & 4

National standard for driving cars and light vans:

Role 2: Guide and control the vehicle

Role 3: Use the road in accordance with the Highway Code

Role 4: Drive safely and responsibly in the traffic system

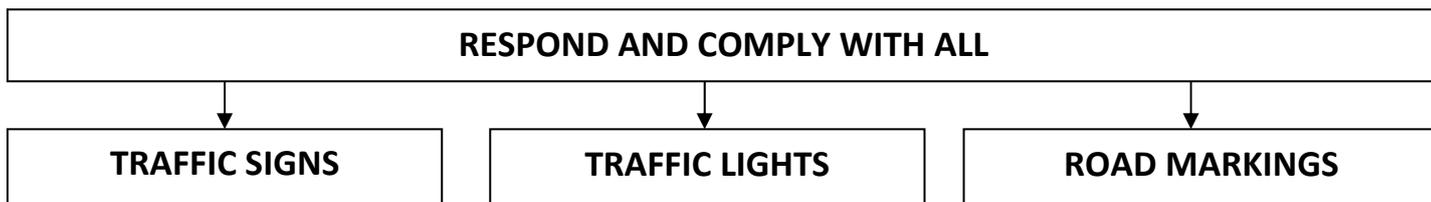
Anything else?

You decide ...

I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5

Lesson 18: Traffic Signs, Signals and Road Markings

Introducing Key Learning Areas



Preparation Notes:

Review of “Know Your Traffic Signs” booklet ...

1. Ability to recognise traffic signs and road markings
2. Compliance with mandatory direction and other signs

Driving styles, consideration for other road users and coping with incidents of aggressive behaviour.

Essentials:

Apply previous theory learning eg. showing understanding of traffic sign and signal types
Apply “Mirrors – Signal – Manoeuvre” routine to individual circumstances.

Location:

All roads, including one-way traffic systems

Goals for Driver Education (GDE) matrix

Level 2, 3 & 4

National standard for driving cars and light vans:

Role 2: Guide and control the vehicle

Role 3: Use the road in accordance with the Highway Code

Role 4: Drive safely and responsibly in the traffic system

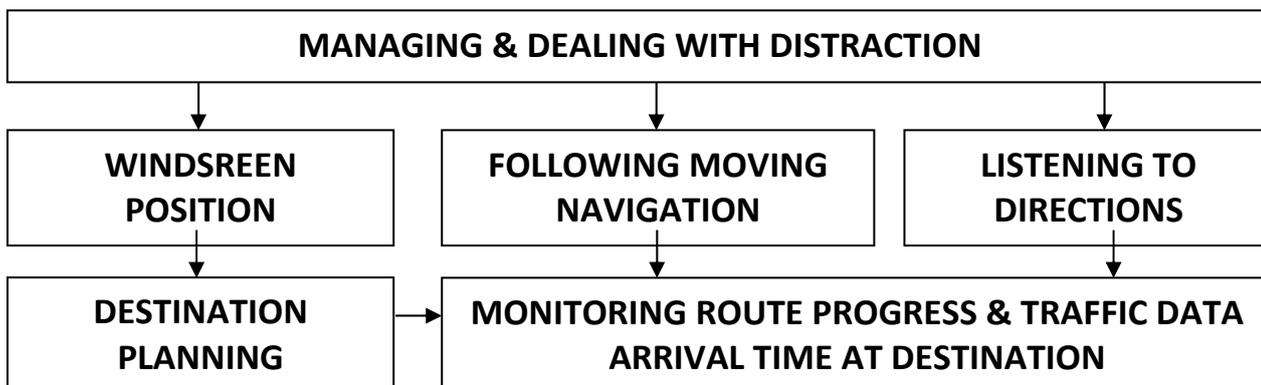
Anything else?

You decide ...

I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5

Lesson 19: Satellite Navigation

Introducing Key Learning Areas



Preparation Notes:

- Reason for this lesson topic
- Programming the sat nav
- Link with independent driving
- Outcome of taking the wrong route

Consider risk of trusting satellite navigation systems too much – Possibility that we think less for ourselves. We are driving, not the SatNav. We cannot blame this device if we have a collision or commit an offence.

Essentials:

Apply “Mirrors – Signal – Manoeuvre” routine fully independently.

Location:

All roads.

Goals for Driver Education (GDE) matrix

Level 1, 2, 3 & 4

National standard for driving cars and light vans:

Role 2: Guide and control the vehicle

Role 3: Use the road in accordance with the Highway Code

Role 4: Drive safely and responsibly in the traffic system

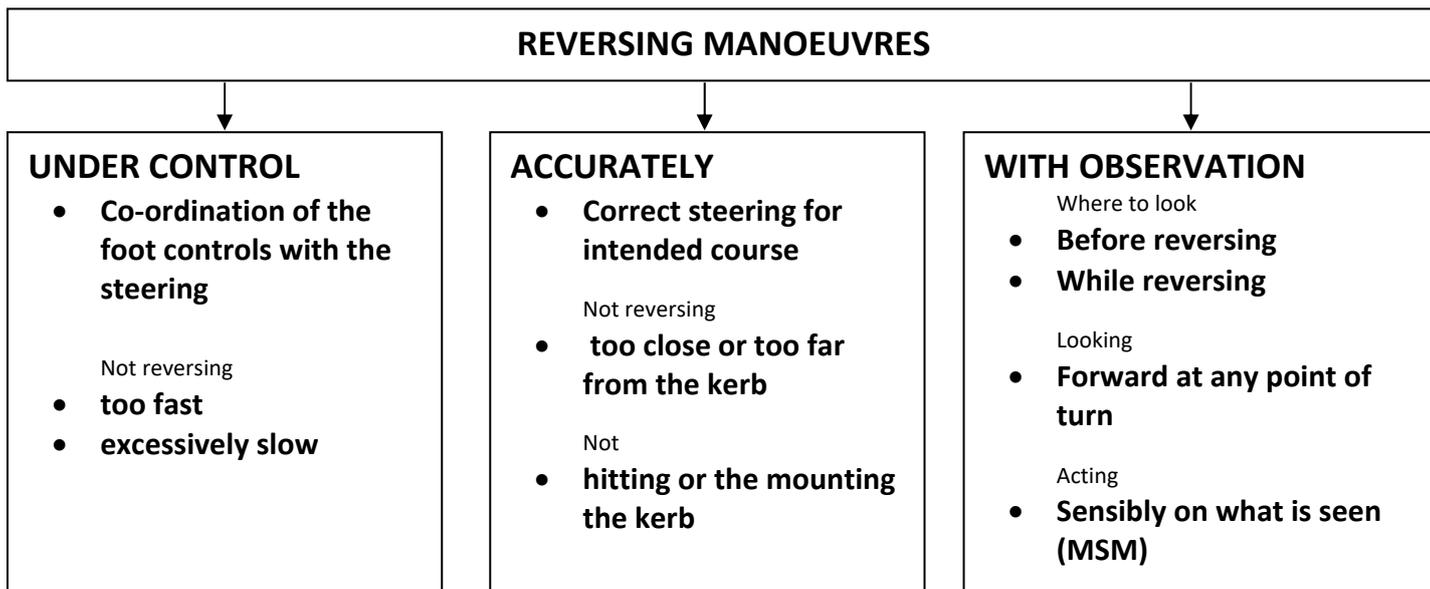
Anything else?

You decide ...

I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5

Lesson 20: Reversing

Introducing Key Learning Areas



Preparation Notes:

Revisiting the skills associated with moving and stopping the car, but this time including driving backwards.

Reversing Manoeuvres:

1. Reversing in a straight line
2. Reversing around a left or right corner
3. Reverse parking
4. Bay parking
5. Pull up on the right, reverse and re-join the traffic

Essentials:

- Use diagram
- “Explain – Demonstrate – Practice” (EDP) Method
- “Preparation – Observation – Manoeuvre” (POM) Routine

Location:

Quiet flat road

Goals for Driver Education (GDE) matrix

Level 1

National standard for driving cars and light vans:

Role 1 Preparing the vehicle for a journey

Role 2: Guide and control the vehicle:

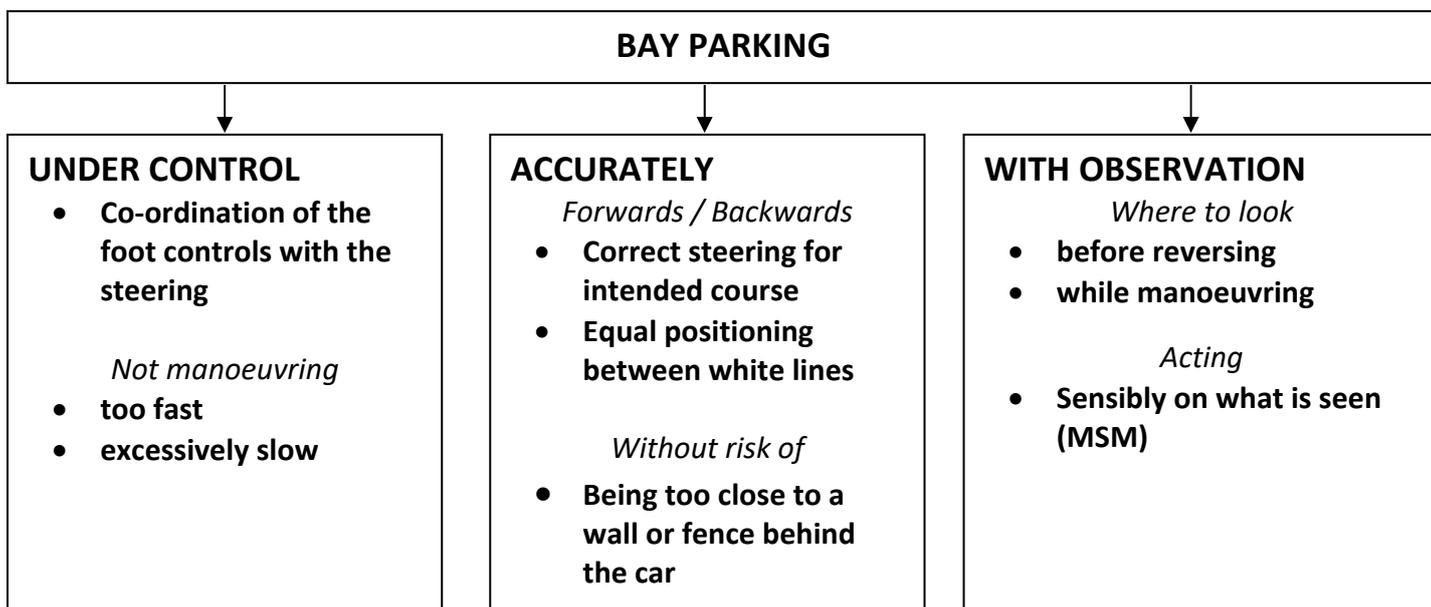
Anything else?

You decide ...

I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5

Lesson 21: Bay Parking

Introducing Key Learning Areas



Preparation Notes:

Adapting manoeuvring skills for this everyday exercise.

Essentials:

- Use diagram
- “Explain – Demonstrate – Practice” (EDP) Method
- “Preparation – Observation – Manoeuvre” (POM) Routine

Location:

Quiet flat road

Goals for Driver Education (GDE) matrix

Level 1

National standard for driving cars and light vans:

Role 1 Preparing the vehicle for a journey

Role 2: Guide and control the vehicle:

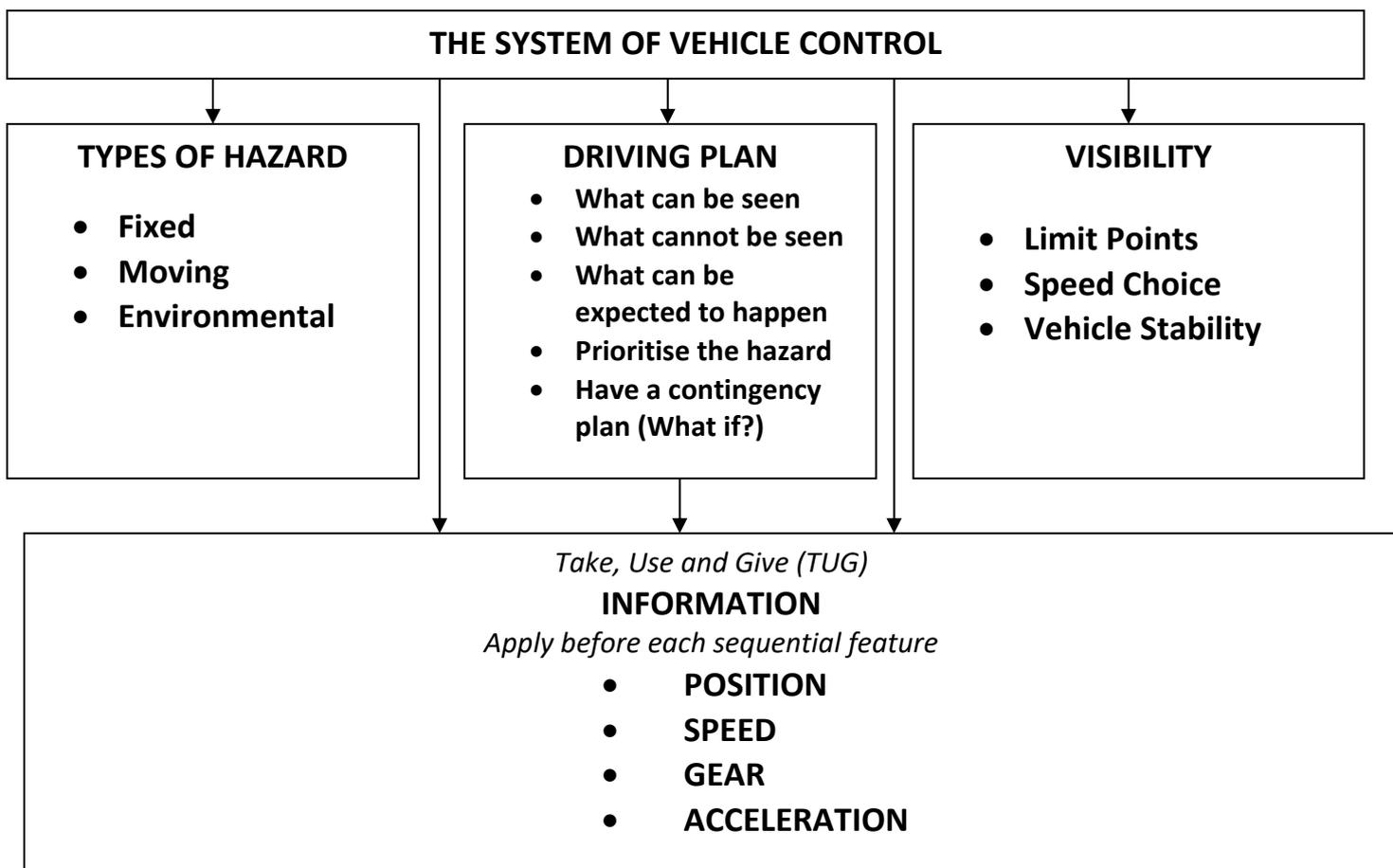
Anything else?

You decide ...

I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5

Lesson 28: Advanced Driving

Key Learning Areas



Preparation Notes:

“System” – Use Roadcraft.

Judgment, good forward planning and anticipation.

Driving styles, consideration for other road users and coping with incidents of aggressive behaviour.

Essentials:

Apply “Mirrors – Signal – Manoeuvre” routine to individual circumstances.

Location:

All roads.

Goals for Driver Education (GDE) matrix

Level 2, 3 & 4

National standard for driving cars and light vans:

Roles 2, 3, 4 & 5

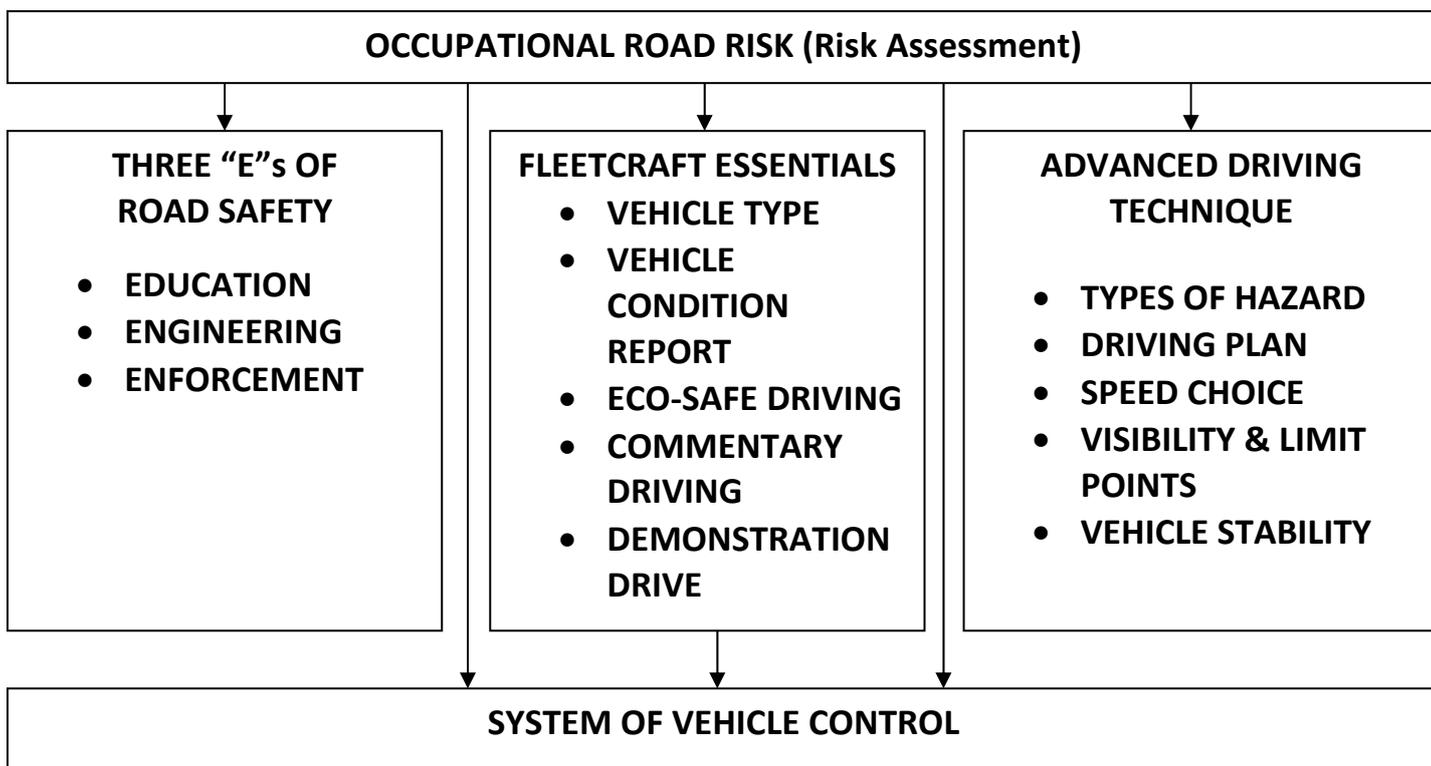
Anything else?

You decide ...

I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5

Lesson 29: Corporate Driving

Key Learning Areas



Preparation Notes:

“System” – Use Roadcraft.

Judgment, good forward planning and anticipation.

Driving styles, consideration for other road users and coping with incidents of aggressive behaviour.

Essentials:

Apply “Mirrors – Signal – Manoeuvre” routine to individual circumstances.

Location:

All roads.

Goals for Driver Education (GDE) matrix

Level 2, 3 & 4

National standard for driving cars and light vans:

Roles 2, 3, 4 & 5

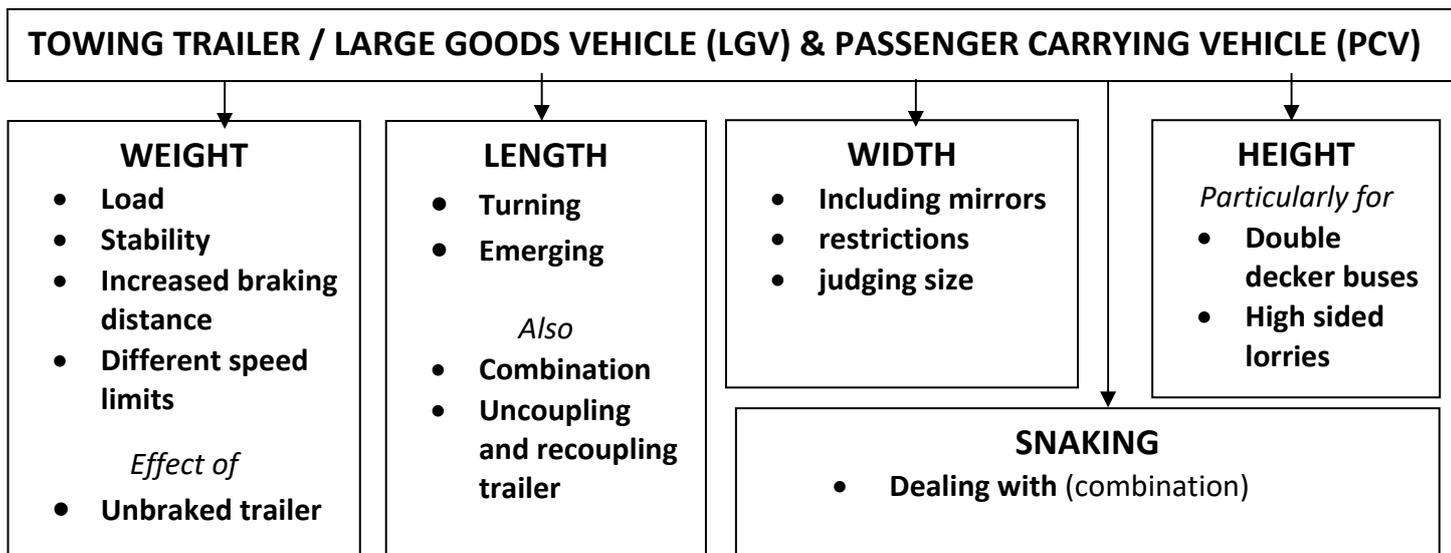
Anything else?

You decide ...

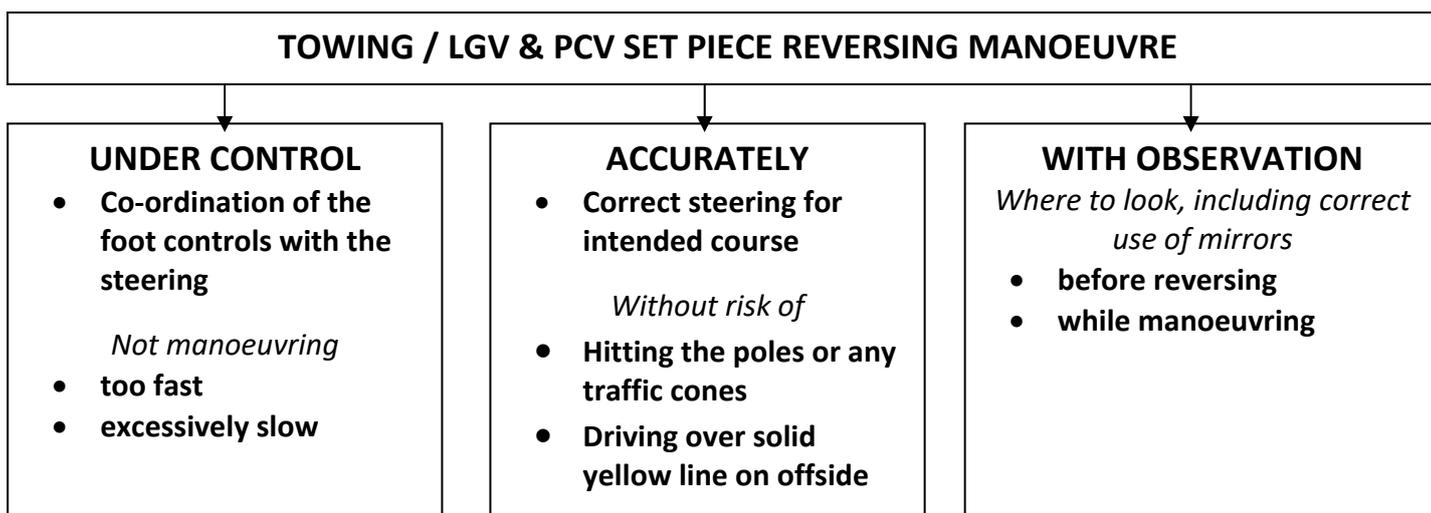
I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5

Lesson 30: Towing a trailer / Lorry & Bus driving

Key Learning Areas



PRE-SET MANOEUVRE



Preparation Notes:

Adapt and tailor previous car Lesson Plans to learner's specific needs.

Driving styles, consideration for other road users and coping with incidents of aggressive behaviour.

Essentials:

Apply "Mirrors – Signal – Manoeuvre" routine to individual circumstances.

Location:

All roads.

Goals for Driver Education (GDE) matrix

Level 2, 3 & 4

National standard for driving lorries (Category C) / buses and coaches (Category D)

Roles 1, 2, 3, 4 & 5

Anything else?

You decide ...

I really struggle with this	I need to be better at this	I am okay at this	I am pretty good at this	This is a real strength of mine
1	2	3	4	5