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Introduction

It has long been felt that professional driving tuition backed up by private practice with friends or relatives is the best way to learn to drive. This instruction manual is aimed at the individual who wishes to give private practice to their friend or relative but would like the resources to make sure they are instructing correctly and safely.

The DSA (Driving Standards Agency) currently quote (May2008) the average number of hours taken to pass the practical test as, "45 hours with an approved driving instructor (ADI) with a further 22 hours of private practice".

The more structured and informative the private practice is, the greater the benefit to the learner, and to keeping the overall cost of learning to drive down.

I hope that you find this instruction manual useful and informative and that it helps the learner to pass their test as a safe and competent driver.

This private driving practice manual is designed to be used by experienced drivers who already feel confident in their own ability to accompany a learner driver, but wish to have additional information to assist with this practice. It is not intended to replace an Approved Driving Instructor and must not be used as such.

Your Online Driving School does not accept any responsibility for any damage or claims to persons or property resulting from said private driving practise.

Version 1.02

All information correct at January 2010.

Legal Requirements

There are various legal requirements that you must meet if you are considering accompanying a learner driver. We have broken these down into 3 sections.

- Learner driver
- Vehicle
- Accompanying driver

Learner driver

- The learner driver must be 17 years old (16 years old if you are currently getting Disability Living Allowance at the higher rate, mobility rate) and hold a valid provisional driving licence for Great Britain or Northern Ireland covering the category of vehicle they will be learning in, (category B for a car).
- There must be no medical reasons why the driver should not drive. If you are unsure whether a medical condition should be disclosed to the DVLA, you should consult their website or contact them direct prior to any driving practice.
- The minimum eyesight requirement is to be able to read an old style number plate (pre September 2001) at 20.5 metres or a new style number plate at 20 metres.

Vehicle

- The vehicle being used must be roadworthy, and properly taxed and insured.
- L-plates (L or D plates in Wales) must be displayed in a conspicuous position on the front and rear of the vehicle.
- There are further requirements for vehicles being used for the driving test. These can be obtained from the DSA website.

Accompanying Driver

- The accompanying driver must be over the age of 21 and must have held and still hold a full driving license in the relevant vehicle category for three years.

If you are paying someone to teach you to drive, they must be approved and registered with the driving standards

agency (DSA). It is an offence for anyone other than a registered ADI to charge for driving lessons.

YOUR AIMS

We should all be aiming for the same overall result that is to assist the person learning to drive to become a safe and competent driver and to successfully pass their driving test.

To assist you with this aim I have listed areas for you to consider prior to accompanying the learner driver for the first time. These are:

- Be calm.
- Setting out plans for the drive.
- Planning and giving instructions.
- Passing on information.
- End of drive recap and progress.

Be Calm

Learner drivers will progress far more quickly if they feel safe and enjoy the process of learning to drive. You should therefore be aiming to put the learner at their ease and not to make them feel nervous, frustrated or angry. If you can be calm and clear in your approach, be understanding, helpful and encouraging the more enjoyable and productive the lesson time will be.

We should all try to show consideration for other road users.

Remember if you get angry or show frustration towards another driver etc, this may be transferred to the learner and distract them from their driving, possibly leading them into becoming aggressive towards other drivers themselves. Instead try to use another driver's poor driving as a learning aid as to what not to do and why.

Always try to be constructive not negative in your advice. Explain your reasons as to why they should drive or deal with a situation in a particular way not just to do as you say. We all respond better knowing why we need to do something in a particular way.

Setting out plans for the drive

Before starting your drive it is important that you plan what you intend to cover, together with the route you wish to use. I have set out lesson plans covering the official learning to drive syllabus that you can use as a guide or you can concentrate on any areas a driving instructor has suggested during driving lessons. It is important that you do not ask the learner to run before they can walk. The lesson should therefore either recap on areas already covered or be a natural progression from previous lessons or experience.

The route you take must match the lesson planned. There is no point in taking the time to plan a lesson only to then take a route that does not allow the learner to practice the topic/skill being covered. There also needs to be sufficient time allowed to enable the learner to improve both their skills and their understanding of the topic. The time of day may also have an effect on the lesson. Is it going to take place in rush hour traffic or after school when there may be large numbers of children around? For some exercises a quiet time of day may be preferable others, for instance improving judgement of other traffic may require more traffic to really hone the learner's skills (remember only when their skill level and understanding allows).

The more time and effort that is put into the planning of the lesson, the more benefit to the learner.

Planning and giving instructions.

When accompanying a learner driver for the first time many people find that the learner takes considerably longer to deal with an instruction or hazard than they had expected or allowed time for. It is therefore essential that you plan a long way ahead. Let's look at an example. The learner is driving along a straight section of road within a 30mph speed limit with various side roads, pedestrians, other road users etc. Suddenly a car pulls out of one of the side roads about 20 metres ahead and into your vehicles path. The learner driver has a number of questions to

consider helping them to decide on the correct course of action.

- The distance between the two vehicles?
- What are the speeds of both vehicles?
- How close are any vehicles behind?
- Is the road wet and will this effect the stopping distance?

All these questions can take quite some time for an inexperienced driver to consider and make a decision.

Please bear in mind that many learners will simply brake hard in this situation regardless of whether or not it is the best course of action.

The next step after deciding what to do is the time it will take the learner to implement this decision. If the learner decides to brake then the time taken to start this may vary greatly due to their experience. As you can imagine if you have not discussed what to do if something suddenly happens or have not been talking through the various hazards or dangers then the learner may not make the correct decision.

The giving of instructions or directions to a learner driver is also something worth thinking through before the drive. You might know where you want the driver to go but will they understand you correctly. Always try to give the instruction in good time, but not so early that it may be confusing.

Here are some examples:

- I would like you to take the next road on the left (not just turn left, as this may result in you turning into someone's driveway).
- At the roundabout turn right the 3rd exit (not go over there while pointing, as they just might but not going round the roundabout to get there).
- Find a safe place to pull up and park on the left (Just telling the learner to stop may result in a very sudden stop blocking a side road and surprising the closely following motorist).

If you have planned your route well you should be able to think ahead so that you can read the road in front and behind, enabling you to judge a suitable time to give the instruction.

Passing on information

It may be that during the drive you notice the learner doing something incorrectly, or that you wish to give them some advice. You will need to consider how to pass on this information.

Depending on the learner and the complexity of the information this may be able to be passed on while the learner is driving, or it may be better to find a safe place to stop prior to discussing the matter. To decide which would be the best option it is worth considering the following:

- Will the driver be able to fully understand the information while they are concentrating on their driving?
- Is the learner going to be distracted by listening to you?
- Are you on a difficult section of road?
- They may need to look at a diagram or you may need to draw out the situation on paper for the driver to fully understand.

We all take on information differently so try to tailor your approach to suit the learner and their needs.

End of drive recap and progress

At the end of the drive it is a good idea to recap on the areas you were covering. For instance if you were practising roundabouts then talk through and check that the learner now fully understands how to deal with this type of junction. Give the learner an opportunity to ask any questions they may have. When discussing how well the learner did on the drive always try to be positive and encouraging. If something went wrong during the drive then try to explain in a positive not negative manner what they should have done and finish the recap on a positive point.

Recording the driver's progress is both useful for you and the driver. It will remind you of areas covered and any problems that you wish to look at again in a future drive. For the learner it will show them that they are making progress. The DSA produce forms for instructors and for private practice both can be downloaded from their web site.

THE THEORY AND HAZARD PERCEPTION TESTS.

When learning to drive the learner will need to pass the theory and hazard perception test prior to booking their practical driving test. If the learner already holds a licence for a different category of vehicle please refer to the DSA's own website (under information for car drivers click on theory test information) where there is a detailed explanation as to who does not need to Take or retake this test. Both parts of the test will need to be passed to pass the overall test.

Multiple choice questions.

This element of the test comprises of 50 multiple-choice questions using a touch screen computer, covering a variety of driving related topics. The learner will have 57 minutes to complete the test with the pass mark being 43 out of 50.

You will often hear from pupils that the questions are just common sense. While the test does contain questions that can be answered using common sense and experience gained through the initial stages of learning to drive, there will be many questions that the learner will not be able to answer unless they study using the highway code and one of the many books/CD ROMs available covering the test. It is therefore advisable to obtain one of the current books or CD ROMs and to start studying using these in conjunction with the practical driving practice. You can find details of the official (DSA) publications together with online resources on the DSA website.

Hazard perception.

After the learner has completed the multiple-choice questions they will then see a video explaining the hazard perception test. The test comprises 14 video clips showing a variety of road situations as seen through the eyes of the driver. The aim is for the learner to identify possible hazards by clicking on the mouse

button and then clicking again if/when the hazard starts to develop.

If the learner just keeps clicking the mouse button over and over again just in the hope of a high score the system will show a cross on the screen and they will score 0 for that clip. Of the 14 video clips 13 will contain 1 developing hazard and 1 clip will contain 2 developing hazards. To score the highest mark (5 being the highest descending to 0) the learner will need to see and click the mouse button as soon as the hazard starts to develop. There is no need to move the mouse over the hazard just to click the button.

The pass mark is 44 out of 75. As with the multiple-choice section it is advisable to use a CD Rom or online facility (DSA website) to practice the test. Please do not rely solely on a CD Rom to develop the learner's hazard perception skills; the learner will need to practice their hazard perception skills regularly while driving. Their instructor should use every opportunity to develop these skills during all parts of their driving training.

The better a learner/driver becomes at identifying potential and developing hazards, and how to deal with these, the safer they will become.

LESSON PLANS

On the following pages I have produced lesson plans guiding you through key areas that the learner driver must cover. These can be used to help you to recover areas/topics that the learner has covered while on their driving lessons or if you wish to and feel confident to, you can use the plans to cover a topic yourself.

Please remember a qualified ADI undertakes a considerable amount of training before they would instruct a learner driver on these topics. These plans are intended to assist an experienced driver, who will need to use their experience to add further to the instruction given to the learner as the lesson progresses and situations change.

We have also included a number of diagrams, which you will find useful when talking through the lesson with the learner driver. However, before taking the learner through the lesson make sure that you have fully read the lesson yourself and possibly made notes to remind/assist you on the lesson.

Please find below a list of general points to help you with the lessons.

- Follow the lesson plans in the order given. Jumping ahead to more complex situations will only confuse the learner and may possibly lead to potentially dangerous situations if the learner driver is unable to understand or deal with the lesson objective safely.
- Remember that these lesson plans are only a guide. You will still need to use your own driving experience to help the learner understand the lesson fully.
- Talk through and agree the lesson with the driver at the beginning making sure that the driver fully understands what they need to do prior to the drive.
- Aim to give a suitable amount of instruction depending on the driver's experience, trying to avoid over or under instruction.

- Encourage the driver and always be prepared to talk through what they need to do again if they are still unsure.
- Talk through the drive at the end of the lesson making sure that the learner has fully understood the lesson and recover the lesson again if needed.

Finally, always try to be flexible if the learner driver does not understand. Try to re-phrase the way you have explained the lesson or, if practical change to the driver's seat and show the driver what they need to do in a practical demonstration.

Controls Lesson

This will normally be the first lesson covered by an ADI with their pupil. The aim is to familiarize the learner driver with the vehicle and the controls.

First you should make sure that the driver has their seat (height, back of seat and distance forward) adjusted so that they are in a good driving position enabling them to correctly use the pedals and steering wheel, see the dashboard and be able to use the other controls. Once this has been done adjust the head restraint so that the ridged part is at least as high as the driver's eyes or tops of their ears. At this point ask the driver to put on their seatbelt, making any adjustments to make sure it is fitting them correctly. Now you will need to make sure that the learner adjusts their mirrors so that they have a clear view of the road behind them, remembering to adjust the door mirrors as well as the interior mirror (this is also a good time for you to check and adjust any mirrors you have fitted to assist you while accompanying the learner driver). As ADI's we would refer to all of the above as the cockpit drill.

The next stage is to cover the use of the main controls that the learner will need to know to enable them to start the process of learning to drive.

These are:

- **The pedals.** Explain what the accelerator (normally referred to as the gas pedal by instructors) does, the brake pedal and the clutch. The clutch can be particularly confusing for learners so make sure you explain what happens when you raise the clutch (engaging the engine) and when you press down fully on the clutch (disengaging the engine).

Also make sure to tell the learner which foot to use for which pedal! It is often difficult for the learner to judge how much pressure to place on the gas and brake pedals.

Take care to follow the advice on practising using the pedals under the heading **The First Drive**.

- **Steering.** When a learner first starts to drive they will often grip the steering wheel very tightly. This will make it difficult for the driver to steer smoothly and accurately. First ask them to place their hands on the steering wheel in either the 10 to 2 or quarter to 3 position whichever is more comfortable. Then explain how to feed/pass the wheel through their hands, so that their hands do not cross. Remember to check that their grip is not too tight. Generally learners will find more relatively small movements with their hands easier to judge than fewer large turns of the wheel. **Please be aware that learners often misjudge the amount of steering required.**

- **Gears.** First explain why we have gears and which gears to use for different speeds/gradients. With the engine off show the driver how to change gears practising moving their feet and the gear stick to select the different gears.

- **Handbrake.** As well as showing the learner how and when to apply the handbrake, also remember to show and explain the handbrake/braking system warning light on the dashboard.

- **Dashboard.** Show and explain to the learner the various dials on the dashboard.

- **Other controls.** Explain where the directional indicators are and how to use them, together with the windscreen wipers (front and rear), lights, demisters and horn, along with any other controls that the learner may need to operate to enable them to drive the car for the first time. Do not include controls that are not essential as the learner already has a considerable amount of new information to take in. During the first drive you will be able to further explain the use of these controls with the learner having an opportunity to practise the use of the pedals, steering and many of the other controls.

The first drive

Your aim on this drive is to cover both clutch and brake control, steering, positioning in the road and use of the mirrors and directional indicators.

This is a lot for the learner to deal with so the location of this first drive should not give them additional problems to deal with such as excessive traffic or difficult road layouts or junctions. A quiet section of road with gradual bends and suitable places to stop is ideal.

If this drive is not following on immediately from the controls then a brief recap on the controls lesson may be needed. After the learner has completed their cockpit drill you will need to cover the following areas.

BRIEFING

- **Moving away and stopping.** This will require you to explain to the learner how to start the engine (safely), which gear to select and how to balance the gas and clutch pedals (clutch control) to enable them to move away smoothly. Next explain how and why we check our mirrors prior to moving away from beside the road, the use of the directional mirror (MSM routine) together with the look into the blind spot (the area not covered by the mirrors). Finally if it is safe to move away how to put the handbrake down and reminding the learner how to place their hands on the steering wheel. You will also need to explain how to stop/park including the mirrors, signals and use of the brake and clutch.
- **Positioning in the road and steering.** Advise the driver to position their hands in a suitable place on the steering wheel, normally either at 10 to 2 or ¼ to 3. Explain how to feed the wheel through their hands, trying not to let their hands cross over. The vehicle should be positioned so that the left hand side of the vehicle is approximately half a metre from the side of the road.

PRACTISE

- **Moving away and stopping.** The learner may find clutch control quite difficult at first, so allow them plenty of time. Try and get the learner to listen to the sound of the engine and the feel of the car when trying to judge the bite point for the first few times. The more comfortable the learner becomes with this control the better, so make sure you give the learner enough time and opportunity to practise. When you wish the learner to stop do not just tell them to stop, as the result could be sudden sharp braking. Instead look ahead for a suitable place to pull in and park and advise the driver where you would like them to pull to the left hand kerb and stop. Allow the learner plenty of time/distance and advise them to check their mirrors possibly signal and then to brake lightly and then gradually more if necessary and depressing the clutch when needed.

Later in the drive you will need to practise moving away on a gradient (hill start). You should, however always make sure that the learner is able to move away on the level prior to attempting a "hill start". When you practise the "hill start" always start with a gradual slope and make sure that there are no obstacles or other traffic behind.

- **Positioning in the road and steering.** Judging the distance from the kerb can be very difficult for the learner so remember to confirm to the driver when they are positioned correctly, or if they need to move slightly to their left or right. Steering is a very practical skill and may take some time to fully master. Generally learners tend to under steer rather than over steering. If you have chosen your route well then the learner will have gradual bends to start with to enable them to get used to the steering. Remember to encourage the learner and not hover over the steering wheel with your hand, which will undermine their confidence. You must however be ready to advise or even to act if the learners steering is such that it may cause you or other road user's danger.

Both you and the learner will find the steering easier to control at slow speeds, so don't let or encourage the learner to drive faster than their steering can cope with.

- **Signs and Road Markings.** During this lesson and all future lessons you should help the learner to recognise and understand all the different types of signs and road markings that are on the route being used. The learner will learn more from seeing the signs etc during the drive than solely from a book or CD Rom when studying for their theory test.

Finally give the learner plenty of time to get used to the controls; they may seem straight forward to you as an experienced driver, however this is the first time the learner has actually had to co ordinate the use of the pedals, mirrors and steering etc and this does take time to get used to.

JUNCTIONS (Turning and Emerging Left and Right)

When deciding on a suitable location for this lesson it is worth considering the following points.

- Are there plenty of junctions for the learner to practice turning into and emerge out from?
- Will the learner need to deal with other types of junctions such as roundabouts etc on the route planned? If roundabouts have not yet been covered this route would not be suitable.
- The junctions will need to be fairly quiet to enable the learner to gradually build up their confidence. The junction should also have good visibility for both the driver and the person accompanying the learner.
- Is there a suitable place to start and finish the lesson, together with places to stop during the lesson to discuss any matters that have arisen?

BRIEFING

Before talking through the lesson a brief re-cap on the previous lesson is a good idea especially if the last drive was a few days ago. When a subject/skill is new it is very easy for the learner to forget or be unsure about the basics, such as clutch control etc, until they have covered them a number of times.

You may find it useful to use the junctions diagram when talking through this lesson with the learner. First of all make sure that you explain how these junctions work, such as who has priority or who needs to give way, even which side of the road to turn into or emerge onto. Next you will need to explain the instruction you will give when you wish the learner to use/deal with a junction. On the test the examiner will tell the candidate/learner to follow the road ahead unless they say otherwise. If the examiner wishes the candidate to turn into a side road they will ask them to take the next road on the left/right or possibly the second road on the left/right if the junctions are close together. At a T-junction the

examiner will say, “at the end of the road please emerge/turn left or right”.

Now explain how they will need to approach the junction. This will require the use of the MSM routine (Mirrors, Signal, Manoeuvre)

- **Mirrors.** The learner will need to check the appropriate mirrors (interior and door for the direction they are turning) early to enable them to take the appropriate action on what they see in the mirrors.

If for instance they are intending to turn right into a side road and see a vehicle either very close behind or catching them up quickly, then an early signal will warn/alert the following driver to the learner’s intentions. This will give them the opportunity to pull back/not to overtake (please remember that just because the learner is signalling it does not mean that they will not need to recheck their mirrors prior to turning, the signal may not have been seen or just have been ignored).

Next time the learner checks their mirrors they may see someone already in the process of overtaking, in this instance delaying the signal until they have finished overtaking would be advisable, so as to not confuse the other motorist and possibly cause a dangerous situation.

- **Signals.** First remind the learner how to use the directional indicators (please note that many learners/drivers may experience problems remembering which is their left and right when driving). As well as taking into account what has been seen in their mirrors the learner will also need to consider the distance to the junction/turning, their own and other driver’s speeds and any junctions or turnings before their intended turn.

- **Manoeuvre.** I find that this is best broken down into Position, Speed and Gears.

- **Position.** After the learner has checked their mirrors and considered/given their signal they will need to know where they should position the vehicle to deal with the junction.

Depending on your route you may also need to, at this point, explain how and when to change lanes.

- **Speed.** The learner will need to reduce their speed to an approach speed of between 15-20mph (if needed remind progressive not sharp braking).

- **Gears.** Next they will need to select second gear, as this will in most cars match the approach speed. Learners are now taught to block change in many situations such as these. This would mean that if the learner was travelling at 30mph in 4th gear then they would slow/brake to 15/20mph then change straight from 4th to 2nd gear without using 3rd gear.

The above approach work has been done to give the learner time to assess and then deal with the junction. The main points the learner will need to consider are.

- The amount and difficulty of the steering required.

- How well can they see both the road ahead and the road they intend to turn or emerge into?

- What can they see and do they need to give way?

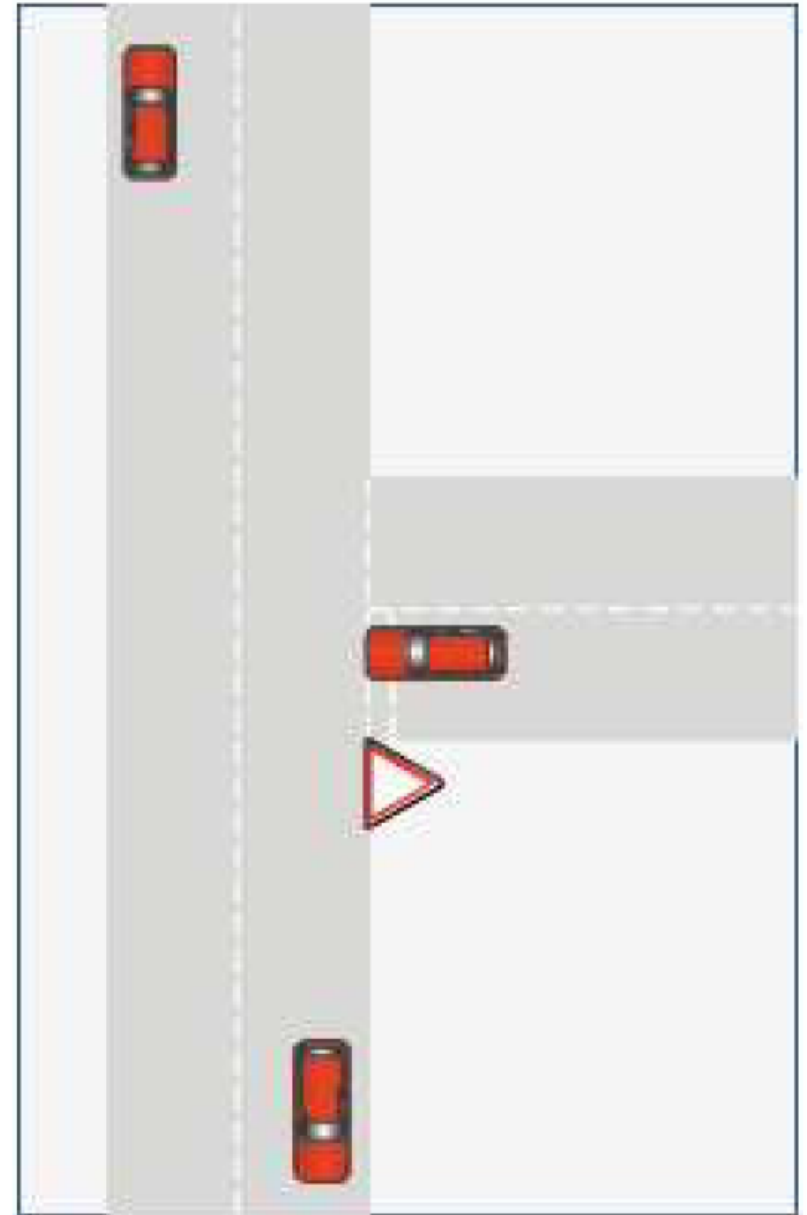
Their speed should now be further adjusted if necessary and possibly also their gears depending on the above.

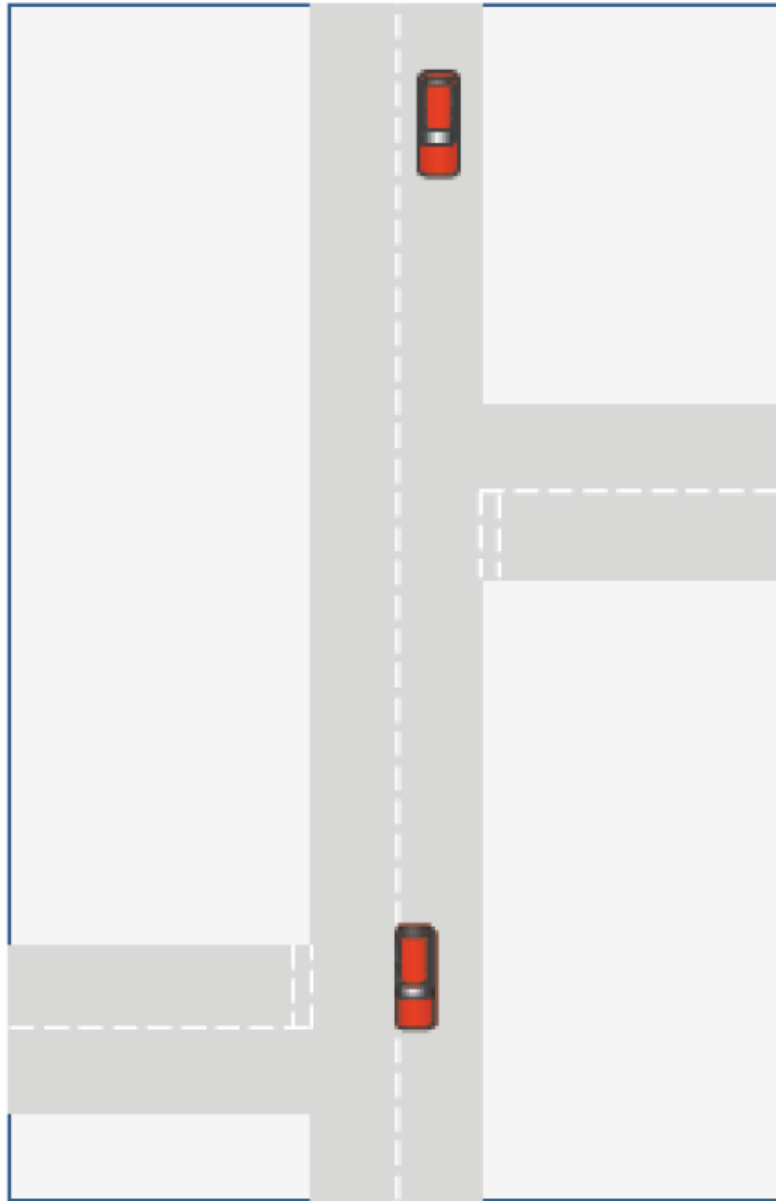
PRACTISE

It is clearly extremely important that the learner takes time to and fully understands how to properly check that it is safe prior to making the turn, If in doubt wait.

When emerging from a side road the **minimum** observation is to look right, left and then right again. Remember that the learner may have little or no experience of judging speeds and distance etc. Make sure that you are also looking but not getting in the driver's way/view. The learner will next need to know when to start turning and depending on the road/gradient etc whether they will need to remain on the brake or accelerator when turning. When established in the new road they will need to straighten up and again make decisions regarding a suitable speed for the road. Learners will often find it harder to judge when and how fast to straighten the steering wheel after turning into the road than the actual turn itself. Therefore make sure that their speed makes allowance for this.

Finally this is for many learners a difficult lesson as it involves lots of new skills. Allow plenty of time to enable the learner to gain the necessary confidence and experience with these types of junctions before moving onto the next stage/lesson.





Mirrors and Signals

The correct use of mirrors is essential for safe driving. The learner will therefore need to fully understand how and why they will need to use the vehicle's mirrors, and how and why a signal may be needed. When briefing the learner you should break down the use of mirrors (and signals) into four sections.

- BEFORE SIGNALLING
- CHANGING SPEED
- CHANGING DIRECTION
- REGULAR CHECKS

MIRRORS PRIOR TO SIGNALLING

Explain to the learner which mirrors they will need to check prior to signalling and why. You may find the following examples useful in explaining how and why.

The learner is driving along a road and wants to turn right into a side road.

They check the interior and right door mirrors and see a vehicle approaching quickly from behind. This vehicle may intend overtaking or simply sitting very close behind them. This could clearly cause a problem if the following driver does not know that the learner intends to turn right. If the learner, however signals/indicates early then the following driver will have time to see their signal and adjust their driving. Clearly the learner will still need to re-check their mirrors prior to turning in case the following driver still intends overtaking.

The next instance, when checking the same mirrors, the learner sees a vehicle already committed to overtaking them. In this case an early signal would not be a good idea as the following driver may believe that they are turning sooner than they are and take sudden evasive action which could be dangerous to both drivers. Instead by delaying the signal slightly the vehicle could be allowed to overtake and then the signal/indicator could be used.

Finally, upon checking their mirrors the learner sees no hazards, the signal can then be used at the normal time! This would be at a time that other road users will benefit from but not be confused by. Remember if signalling early or late the learner will still need to consider other road users and make sure that a signal is not confusing, such as before a side road prior to the one they intend to take.

MIRRORS WHEN CHANGING SPEED

Changing speed both up and down can cause following driver problems if it is done suddenly. Checking mirrors well before slowing/braking will tell the learner if there is a vehicle close behind. If there is then the learner can apply the footbrake early and lighter, warning the following driver with the brake lights, and by braking over a longer period of time gives the following driver more time to adjust their own speed. The other instance would be seeing a vehicle overtaking prior to accelerating themselves. Both vehicles accelerating side by side could clearly be very dangerous!

MIRRORS WHEN CHANGING DIRECTION.

There are two very common times when the learner may need to change position/direction, changing lanes and passing parked vehicles and cyclists. Either or both can be used to explain to the learner the importance of using the mirrors correctly.

As an example the learner is driving along a road and sees a parked car in front of them. They check the interior and right door mirror and see a vehicle approaching quickly from behind. Their concern should be whether the following vehicle has seen the parked car and will they try to overtake just as the learner moves out to overtake. Knowing the potential problem the learner can indicate right to warn the following vehicle of their need to move out to the right to overtake. Generally the learner will only signal when overtaking a parked vehicle if there is a good reason/need to. As before the learner must remember to re-check the mirrors prior to actually changing their position.

REGULAR CHECKS

We cannot always know well in advance of instances when we may need to do any of the above. If the learner is carrying out regular checks in their mirrors then they should already have a good idea of the situation behind them, making decisions easier if a problem suddenly occurs. Regular checks will also mean that the learner will not be surprised by, for instance, a vehicle suddenly overtaking them. The more the learner is aware of what is happening all around them the better prepared they will be. When driving with the learner you should regularly check that they are using their mirrors correctly and understanding and acting on what they see in them. A lot of driving instructors find having another interior mirror fitted to the far left of the windscreen and angled to see the driver is helpful, while others prefer to simply check sideways to see that the mirrors are being used. Remember to use your own mirrors (hopefully fitted) to enable you to also see if there are any dangers, both for safety and as an aid to instruction.

Emergency Stops

Firstly we should in most instances not need to carry out an emergency stop.

With good observation and forward planning most hazards can be seen and dealt with safely without the need for an emergency stop. The learner must however understand how to carry out an emergency stop and why it should not normally be necessary if they are observant. If on the driving test the examiner decides to ask the learner/candidate to carry out an emergency stop the examiner will normally ask them to find a safe place to park on the left.

The examiner will then explain that they will shortly ask the learner to carry out an emergency stop, by holding up their hand and telling the candidate to stop. When the examiner does give this instruction the candidate must stop the vehicle promptly and under control. Please note that an emergency stop will only be done in one in three tests.

Explain to the learner that when given the instruction they will need to quickly move their right foot to the footbrake and then brake firmly and progressively until the vehicle has come to a complete stop. They will also need to depress the clutch to avoid the vehicle from stalling. This should however be delayed as long as possible after braking (without the vehicle stalling) so as to benefit from engine braking, which will help the vehicle to stop quickly.

After stopping the learner will need to keep their feet on the brake and clutch until they have applied the handbrake and selected neutral. The learner will also need to make sure that they keep both hands on the steering wheel while braking to a stop.

Many modern cars have ABS (braking system) fitted. This clearly helps enormously when braking firmly. You should however, explain what the learner should do if they are driving a vehicle without ABS even if the one being used for practise does have anti lock brakes.

Remember that they won't always be driving the same vehicle and it is extremely important that they understand what to do if they have braked too hard causing the vehicle to start to skid.

This is also a good opportunity to discuss bad weather conditions and the main causes of a vehicle skidding.

When practising the emergency stop choose a quiet road with little or no hazards such as parked vehicles or pedestrians. Ask the pupil to park, as described above, and explain what you wish the learner to do.

Next ask the learner to move away when safe and drive as they would normally do. Make sure that you use a suitable section of the road where you have a good view ahead and behind with no hazards. Carry out a final check that it is safe prior to giving the stop instruction. On the driving test the emergency stop will be carried out up to a speed of 30mph. I would suggest that you carry out the first emergency stop at slightly slower speeds to help with safety.

ROUNDBABOUTS

Finding a suitable location and planning a route for this lesson is essential as is the time and the volume of traffic that you are likely to encounter. The main points to consider are.

- Reasonably quiet roundabouts (but with some traffic) that do not have traffic lights, unusual road layouts or poor/confusing road markings.
- There should be a good view of the roundabout as you approach and at the point of emerging onto the roundabout. This view will need to be good for both the driver and the person accompanying them.
- Ideally you will need a route which will involve a small number of roundabouts that you can approach from different directions, enabling you to turn left, follow the road ahead and turn right on.
- As with the junctions lesson, this route should not involve the learner dealing with any junctions/situations that they have not already dealt with.

BRIEFING

Firstly you should go through a brief re-cap of the junction's lesson, in particular the MSM routine. The approach work, such as the mirrors, timing of signal and approach speed and gears will be very similar to the approach work done when approaching a turning left or emerging at a T-junction.

Linking knowledge/experiences that the learner has already experienced is a very useful way to assist learning.

The lesson briefing for roundabouts is best talked through with the aid of the diagram supplied. This will help the learner visualise how they will need to approach, where they will need to position themselves on the roundabout and flows of traffic they will need to consider.

- As mentioned above talk through the approach work. When the learner has mastered this element it will give them a good platform from which to judge emerging onto the roundabout safely.
- Describe how a roundabout works together with the normal rules as to who should give way and who has priority. You will also need to instruct the learner as to the direction you wish them to take on the roundabout. For instance on the diagram turning left first exit, follow the road ahead second exit or turn right the third exit. At this stage you will also need to talk through which lane the learner will normally use for the intended direction, remembering to advise the learner to always check the road markings. If they need to change lanes, the early use of their mirrors and signals together with early planning to enable this to be done safely. Ideally the roundabouts chosen will not have different road markings than normal, however if they do you will need to advise the learner early to assist them to position themselves correctly.
- Talk through their positioning as they proceed around the roundabout, together with any change of signal and observations they may need to take to make sure it is safe. With good knowledge of the roundabouts you are using you can also be ready to give advice on any particular problems they may encounter.
- The final stage is to talk through where they will need to look as they approach the roundabout and what they are looking for. This is normally the area that learners struggle with most. We can all judge a completely clear roundabout with no traffic on or approaching it.
The skills you are trying to help the learner gain are how to judge a suitable gap to emerge onto the roundabout when there are other vehicles. As with emerging at a T-junction the **minimum** observation is to look right left and right again, remembering to

then look back in the direction they are going prior to emerging onto the roundabout.

Steering primarily uses hand eye co ordination, which requires you to look in the direction you wish to go. Discuss with them where/which direction traffic will be coming from and what we are looking for, such as the other driver's signals, position and angle of vehicle, speed, potential speed and distance away. Will traffic turning off the roundabout block other traffic creating a suitable gap to emerge into? How much gap will the learner need i.e. what speed are they travelling at or how quickly and to what speed can they safely accelerate to?

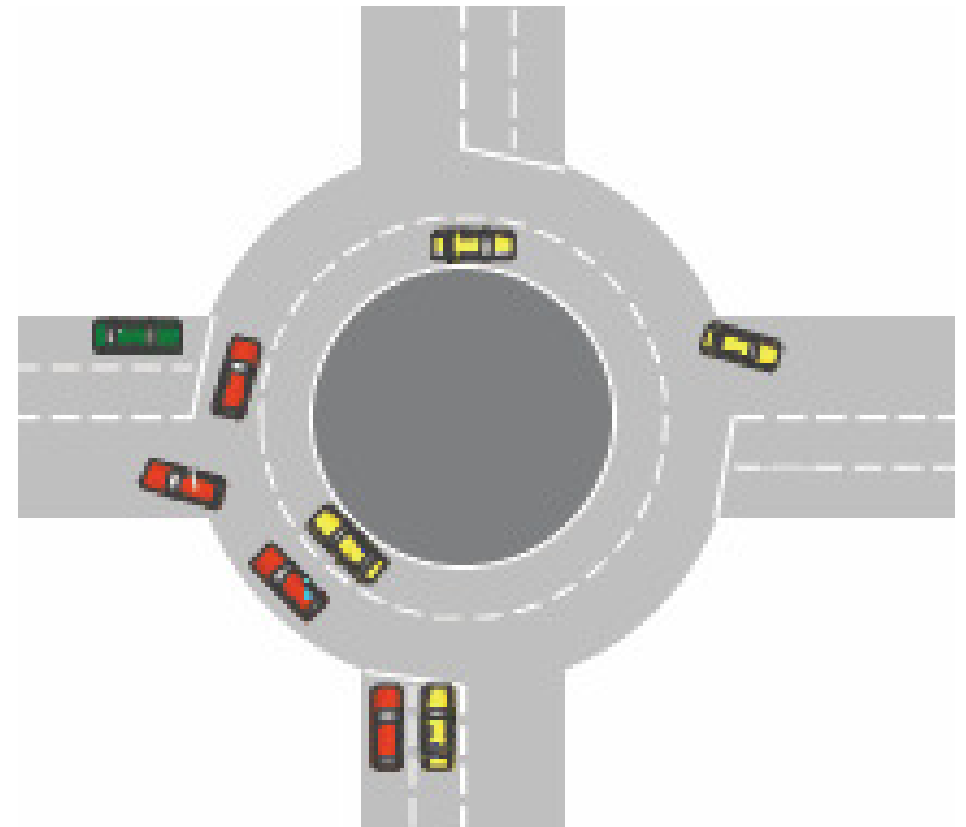
If they are following other traffic onto the roundabout how quickly will they accelerate? **Remember** you will need to take into consideration the level of the learner's own skills such as clutch/brake control and steering. Unless you have dual controls fitted you will not be able to stop them other than telling them to brake. If they do brake late will someone drive into the back of them?

PRACTICE

Clearly there is a considerable amount for the learner and the person accompanying them to consider. If this is a lesson that the learner has not already covered with an ADI then, as with all these lessons, please do take care and remember to make suitable allowances for the fact that this is a new skill to the learner and it will take time for them to master.

Learners will often find it very difficult to judge suitable gaps/spaces to emerge into. Try and talk through possible spaces as you see them developing to help the learner to get used to what they should be looking or. If the learner has already received training on roundabouts then use the briefing to ask them questions and test/check their knowledge prior to proceeding on the drive.

Don't assume they fully understand, always check first.



Crossroads

There are a variety of different types of crossroads. Traffic light and non traffic light controlled junctions, traffic lights with filter/directional arrows and also staggered crossroads. I would suggest that at first the learner needs to understand normal traffic light controlled crossroads without filter arrows.

As with other junctions lessons you will need to carefully choose a route that will give you a number of suitable crossroads that you can approach from different directions, and deal with turning left, following the road ahead or turning right. Also you will need to consider the amount of traffic you are likely to encounter; it should be enough to test the learner but not so much as to cause problems. You can always revisit this lesson again when the learner is more accomplished at dealing/judging other traffic.

BRIEFING

The briefing at the start of the lesson will need to outline what a crossroads is and the basic rules; you will find that the use of the diagram provided would help with this. Explain that there are many different types of crossroads, with a brief explanation of these, but that you will start by dealing with a normal traffic light crossroads first. Clearly if your route involves other types of traffic light controlled junctions briefly cover these as well. When instructing the learner on how to use traffic light controlled crossroad you will need to cover the following areas.

- **How traffic lights work** and what each light or combination of lights means. It is tempting to assume that a learner will know these however experience has shown me that this is often not the case.
 - Green: you can proceed if it is safe for you to do so.
 - Red: you must stop behind the solid white line.
 - Red and Amber: prepare the car to move.
 - Amber: you must stop behind the solid white line if it is safe for you to do so.

- **The instruction you will give.** The examiner will tell the learner to follow the road ahead unless they ask them to turn, or the road markings or signs indicate otherwise. So simply ask the learner to turn left or right at the traffic light controlled crossroads, if not they are to follow the road ahead.

- **MSM routine on approach to the junction.** This is basically the same as the approach work to turning into and emerging out of side roads and roundabouts. However it is a good idea to ask the learner appropriate questions to check that they are confident on how they will approach the crossroads. Generally if there are two lanes the left will be left and the road ahead and the right will be a right turn only. However this is not always the case so make sure that the learner knows to look early for the road markings.

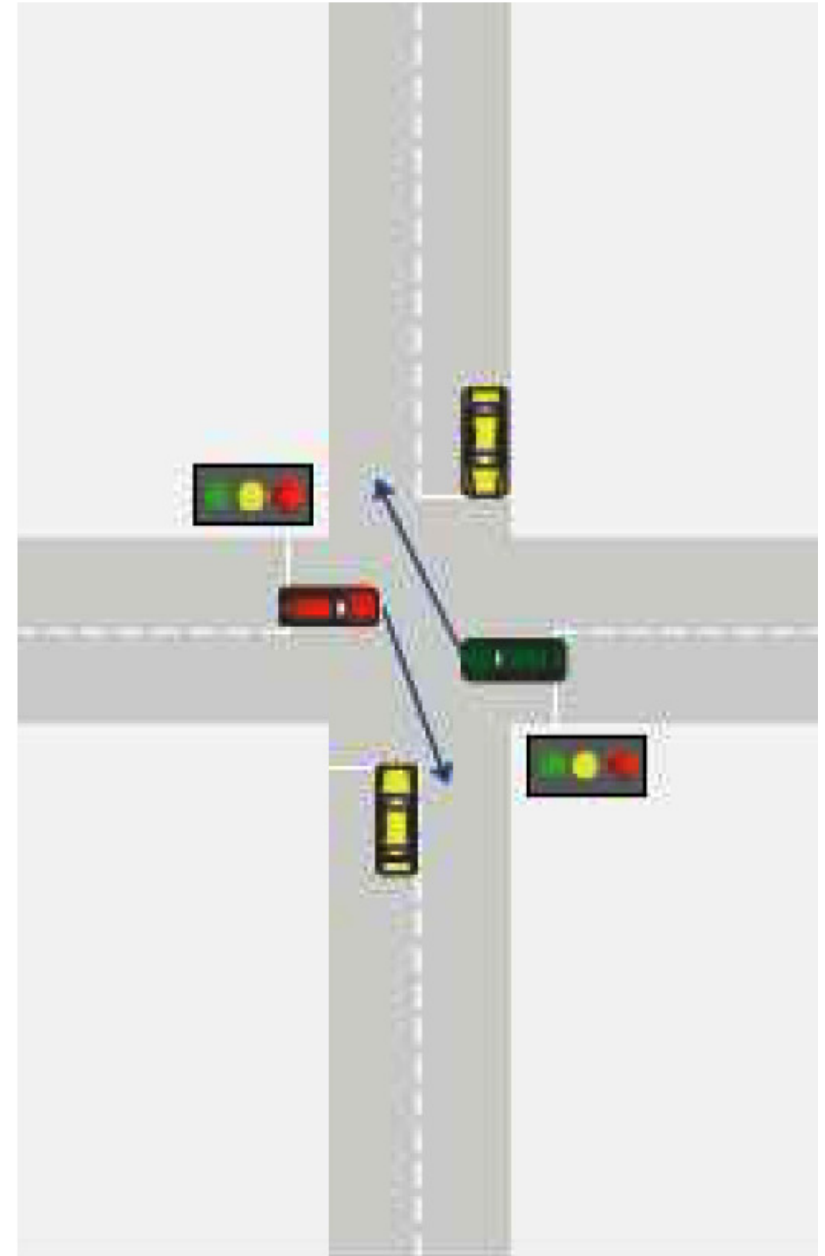
- **Using the diagram explain** how to turn right at the crossroads. This will help the learner understand how crossroads work.

- Will the learner have to give way to other traffic and if so who?
- If they do need to give way where should they stop? How far forward and right? Are there any road markings to help?
- When can they proceed to turn right? Is there any oncoming traffic, if so what is their speed and distance away? Are they signalling to their right and if so will the learner be safe to turn at the same time? (Always considering the following traffic that may be going in another direction).
- When the traffic lights turn red can the learner still turn right, if they are already over the stop line? (Again consider other traffic's speed and their possible intention not to stop).
- Explain other potential hazards such as pedestrians and cyclists; large vehicles that it may be difficult to see past or who may need extra room to turn, and any other areas that you believe may be a problem on the junctions you intend on using.
- **Then explain turning left and following the road ahead** linking these to the right turns. Using the diagram ask the learner to confirm who they believe has priority when turning left or taking the road ahead and what potential problems there may be.

PRACTISING

When dealing with the first crossroads be prepared to continue to talk through or ask questions on subjects such as the traffic lights and the fact that they might change, pointing out or asking where they may need to wait in the junction and any particular hazards that may need to consider. Be careful however, to allow the learner time to think for themselves and not to be continually explaining or asking questions. As more crossroads are dealt with the level of instruction needs to be reduced until the learner is making the decisions themselves. However, clearly you will need to judge yourself when it is safe to reduce any help/instruction. There are a number of areas that you may need to pay particular attention to when dealing with this lesson. The learner may over react to traffic lights changing by braking hard when it is not safe to do so, or accelerating to try and “get through” before the lights change to red. When turning right a lot of learners move too far forward and to the right, causing oncoming traffic to have to swerve or slow down to avoid them. This can be to do with hand eye co-ordination (steering where they are looking) or simply that they do not want to stop in the junction, as they feel very vulnerable there.

Finally remember other motorists and road users do not always deal with crossroads or traffic light junctions correctly, use your own experience to help the learner judge any potential hazards. After this lesson you will need to cover the other types of crossroads and traffic light controlled junctions. Use this lesson as a platform from which to look at the differences between the various types of crossroads.



Meeting and Anticipation

As a driving instructor we use the term 'meeting' to describe a situation where a driver will need to use their judgement to safely deal with a section of road, possibly with parked cars, oncoming traffic and other similar road and traffic layouts, requiring a driver to decide if there is sufficient room for both them and oncoming vehicles to safely pass. I have included anticipation in the lesson, as the learner will need to anticipate potential hazards as well as those that can already be seen when dealing with such roads. Clearly, to deal with this lesson your route will require a number of roads where there are parked cars, some wide enough for two vehicles to pass and other narrower roads requiring one of the flows of traffic to wait for the other to pass before proceeding along the road.

BRIEFING

It is useful to carry out this briefing when you are safely parked on one of these roads with a small number of cars parked on the road a short distance in front of you. This will help the learner to visualise the potential hazards that you are describing to them. As with many areas of driving the way we approach a potential problem or hazard will have a very noticeable bearing on how well we subsequently deal with this hazard.

Firstly remind the learner how and why they should use their mirrors when approaching a hazard such as a parked car (covered in the mirrors lesson). Normally when needing to move out to pass a parked vehicle the learner will only use their indicator if they believe that it will benefit other road users and pedestrians. If the indicator is always used when dealing with every parked vehicle the indicator will be on and off so many times that a following driver may disregard it when it is actually needed. After considering the mirrors and signals the speed that is used to approach the hazard will need to be considered. The speed should allow the learner to judge the hazard that can be

seen and any potential hazards that cannot. The learner will need to consider the following.

- Will they need to give way to oncoming traffic, and how well can they see if there is any traffic?
- If oncoming traffic should give way to the learner will this traffic be able to see them and have somewhere to stop and give way (such as the oncoming traffic overtaking a long line of parked vehicles)?
- Is there room for both them and oncoming traffic to pass the obstruction at the same time and if so at what speed?
- Are there any hidden dangers such as;
 - Car doors opening?
 - Pedestrians stepping out into the road from behind the parked vehicles?
 - Other road users pulling out from side roads and driveways that are hidden from view?
- How close is the following traffic, in case you need to brake suddenly?
- What is the width of the road? If you are passing close to parked vehicles what if one starts to pull out into the road? How much time will the learner have to deal with this?

These are just some of the areas that the learner will need to consider, generally the more parked vehicles and the poorer the driver's view the harder it will be to assess and deal with the hazards. The more difficult the situation the slower the learner will need to approach the hazard. As well as approaching and dealing with the hazards at suitable speeds the learner will also need to select a gear to match the speed and road conditions.

PRACTISING

When practising these roads it is a very good idea to **gradually** build up to more difficult situations such as parked cars on both sides of the roads with few passing spaces or areas and times when you may encounter more pedestrians. As with other areas of the drive give helpful constructive advice, but as the drive

improves gradually change to asking appropriate questions to check the learner's understanding and then to allowing them to drive more and more independently. I would however strongly recommend **not** driving near potentially dangerous areas such as schools etc at busy times until the learner is at test standard. Both you and other road users, including pedestrians, safety must take priority.

The more practise conducted on these roads the better the learner's judgement will become.

Town and City Driving

Driving in towns and cities presents a learner with many new challenges.

Road layouts for instance will often differ from those that the learner has already encountered while driving, with many more one-way systems, traffic light controlled junctions and pedestrian crossings. There will also often be an increase in road traffic and many more pedestrians and cyclists, giving the learner more and possibly different potential hazards for them to consider and deal with. Forward planning is essential with this type of driving, but can take a learner some time to become proficient at. Make sure you are planning early so that in the beginning of this lesson you can help the learner to plan by highlighting potential hazards and how to deal with them. Then gradually you should reduce this assistance to allow the learners to start to plan for themselves. Please remember that this is still a new skill for the learner and always be ready to advise them of a hazard they have clearly not seen.

The intended route (and therefore briefing) should cover a number of road layouts and situations that are commonly encountered when driving in towns and cities.

- One-way systems and lane discipline.
- Traffic queues.
- Pedestrians and cyclists.
- Pedestrian crossings.

ONE-WAY SYSTEMS

Firstly it is important that a learner understands what a one-way system is and how they work. Explain about the one-way signs and road markings (including contra flows), if possible show pictures of the signs from the Highway Code or even draw them out so the learner knows what to look for.

Lane discipline is extremely important when driving in one-way systems as the learner may find other road users overtaking on both their left and right.

The learner will need to be aware that hand eye co coordination also works when looking in mirrors (steering where they are looking). For instance when checking the right door mirror and seeing a large vehicle overtaking it is easy for the learner to be concerned about the overtaking vehicle and to keep looking into the mirror finding themselves steering towards the overtaking vehicle. Also a long look in the mirrors will mean that they are not aware of what is happening ahead of them. If the learner needs to change lanes or their position in the road, possibly to pass a parked vehicle, they will need to plan a long way ahead. A lot of learners will be looking ahead to see if there are any oncoming vehicles and not realising that as they are in a one-way system they are much more likely to experience problems with traffic from behind and to the side of them.

When practising in cities etc it is extremely important that you, as the accompanying driver are also aware of other traffic.

The fitting of extra mirrors next to the interior mirror and on the door mirrors for you to use will enable you not only be safer but will also help you to advise the learner of any potential problems early, giving them time to also check their mirrors, see the hazard and to deal with it safely.

TRAFFIC QUEUES.

Unfortunately these are an all too common problem when driving in towns and cities. However to the learner they can also be something new that they have not dealt with before. Stopping and then moving away again in traffic queues does have many potential hazards. Learners are often surprised by traffic in front suddenly stopping. However with experience we come to expect traffic to do this and can often anticipate this by looking and planning ahead. You will need to explain this to the learner, making sure that they also allow slightly more time to stop than

they think is really necessary. If they suddenly brake late the result may be the vehicle behind hitting the back of them! You will also need the learner to know/consider the places that they should not stop, places such as on pedestrian crossings, blocking side roads or junctions. This is particularly easy to do especially if following large vehicles that may block or restrict the learner's view ahead. However, with planning, the learner can wait until they are sure there is space before moving forward. Pedestrians and cyclists will also need particular consideration.

PEDESTRIANS AND CYCLISTS.

As already mentioned towns and cities will normally mean lots of pedestrians and cyclists. The learner must always make allowance for these vulnerable road users, by allowing enough space and time. They will need to drive expecting a pedestrian to step off the pavement, not assuming that the pedestrian will have seen them and will remain on the pavement. With practice the learner (with assistance from you) should be able to see a lot of potential problems before they become an actual problem. Here are some examples you could use when discussing these hazards with the learner.

- The learner sees a pedestrian walking along a narrow pavement facing away from them. Walking towards the first pedestrian is a mother with a pram. The learner should expect that the pedestrian who is walking and facing away from them to step off the pavement without looking, possibly directly into the driver's path. Seeing this potential hazard early the learner has time to check their mirrors, slow down and possibly alter their position in the road. Then if the pedestrian does step out they can deal with the hazard safely.
- Ahead of the learner is a cyclist and ahead of them is a parked car. Clearly if the learner has not thought about the possibilities they may attempt to overtake the cyclist just as the cyclist moves out (without looking) to pass the parked car, possibly causing a collision. However if the learner is planning ahead they will be

able to check their mirrors, adjust their speed and remain behind the cyclist until it is safe to pass them. The learner should always expect a cyclist to move out in the road or turn across their path without observation; however with thought many of these instances can be predicted. For instance, is there a side road on the right that the cyclist may wish to turn into?

- The final example refers to traffic queues. When in slow moving or stationary traffic both pedestrians and cyclists may be able to move/travel quicker than the car drivers. This can cause quite a number of hazards. Imagine the learner is in a traffic queue; the vehicle in front starts to move away. The learner starts to follow the vehicle in front just as a cyclist who is passing them on their right decides that this is a suitable gap (the one in front of the learner) to move to the left hand side of the road, cutting sharply across the front of the learner's vehicle. If the learner is unaware of the cyclist's presence then an accident is quite likely. However if the learner pays special attention to their mirrors, particularly the door mirrors prior to moving they will see the cyclist and be able to anticipate the cyclist's actions.

With good advice from you prior to and during the drive the learner will be able to gradually improve their ability to see and predict potential hazards, in turn making them a much safer driver.

PEDESTRIAN CROSSINGS

We have a variety of different types of pedestrian crossings and places suitable for pedestrians to cross. If the learner is already studying for the theory test they should already know the different types of crossings and how they work. It is best, however, to check the learner understands prior and during the drive. Clearly you do not want the learner to travel through a red light at a pelican crossing just because no one is on the crossing, or to stop at a zebra crossing with no one on or any where near the crossing just because they have seen a flashing amber ball on top of a post and they don't understand what this means!

The learner will need to approach the traffic light controlled crossings expecting that the lights may change and to make allowance with their approach speed and use of mirrors. You will also need to point out to the learner that pedestrians and cyclists often start to cross traffic light controlled crossings when they shouldn't, such as when the lights are already on flashing amber on a pelican crossing. When approaching a zebra crossing the learner will need to carry out excellent observation to see if there is anyone approaching the crossing as well as already waiting there. Many pedestrians will look as if they are going to walk past the crossing only to turn and cross at the last moment, often without checking that traffic is stopping for them. It is clearly better for the learner to slow and prepare to stop only to find that the pedestrian does not use the crossing, rather than have to brake suddenly or potentially have a collision with the pedestrian. In towns and cities there are often lots of areas designed as areas for pedestrians to cross. Possibly the road has been raised to the same height as the pavement to aid crossing and is of a different colour to the rest of the road. Whilst these are not strictly pedestrian crossings we must still take extreme care when approaching and dealing with such areas. Pedestrians often assume that it is an extension of the pavement and simply cross over the road without any care or observation. We have all seen situations where one pedestrian crosses the road in a safe manner only to be followed by more pedestrians who are not looking or taking care themselves. The learner will need to know that such situations are likely to happen and to approach these areas with good observation, forward planning and caution. Driving through towns and cities can be a stressful experience for any driver but particularly a learner. Only attempt such a lesson when the learner has fully mastered the controls of the car, understands T-junctions, roundabouts and traffic light controlled junctions such as crossroads, uses their mirrors and signals correctly and finally has the right attitude towards driving.

An aggressive, unthinking driver is dangerous anywhere, but particularly dangerous in a busy city centre!
Remember that it is always better to arrive slightly late than not to arrive at all. Make sure that the learner understands the need to take care, plan ahead and show consideration to others.

Dual Carriageways and Rural Roads.

The driving test will often include driving on dual carriageways. However, even if the particular test centre being used does not have access to dual carriageways, the learner should whenever possible, still be taught how to use these roads. The driving test centres will normally have routes that will involve driving on rural/country roads. The learner will therefore need to be as proficient dealing with these and dual carriageways as any other types of road.

DUAL CARRIAGEWAYS

I would suggest that you use a relatively quiet section of dual carriageway when first practising these roads so that the learner can get used to the higher speeds etc without too much traffic to also deal with.

BRIEFING

The briefing prior to dealing with these roads will need to cover.

- Joining and Exiting
- Following Distance
- Changing Lanes and Overtaking
- Potential Hazards
 - Joining a dual carriageway will normally be via either a slip road or the road simply widening/changing to a dual carriageway from a normal one or two-way road. Joining the dual carriageway directly from a two way road will require the learner to be aware of other traffic possibly increasing their speed early prior to reaching the higher/national speed limit. They will also need to avoid increasing their own speed before the speed limit signs and make sure they maintain their lane discipline (normally in the left hand lane). If joining via a slip road the learner will need to understand the need to increase their speed on the slip road to match that of the traffic on the dual carriage way (subject to the speed limit), and signal their intention to join the carriageway, maintain a good position on the slip road, not suddenly moving from the left to the

right hand side when joining the carriageway and where and how to look to judge joining the carriageway safely.

- Exiting the dual carriageway directly onto a normal two/one way road will often involve a change of speed limit. The learner will need to use their mirrors early and start to reduce their speed at a suitable time enabling them to be at the new speed limit safely and in time. When exiting by a slip road the learner should, subject to other traffic, maintain their speed on the dual carriageway, using the slip road to slow down in. Signalling their intention to leave the dual carriageway is normally done between the first and second count down signs (the green rectangular signs with 3-2-1 white lines on them). Depending on what type of junction the slip road leads to, together with your intended route, the learner will need to know whether they should stay in the left hand lane/side of the slip road or (with good observation and care) move to the right hand lane/side of the slip road. Early instruction is essential to enable the learner to have enough time to complete any change of lanes or position safely.

- The following distance on all roads is important as it will enable the learner to not only slow or bring the car safely to a stop if vehicles in front brake sharply, but also to be able to see situations arising early enabling the learner to adjust their driving to avoid having to suddenly brake or swerve to avoid a potential hazard or accident. The learner will need to know and understand how to implement the two-second rule. Remember in the wet we should all double our stopping distances to make allowance for the road conditions.

- Both changing lanes and overtaking are potentially dangerous manoeuvres if not carried out correctly. Firstly recover how and why we use our mirrors and signals/indicators. When wishing to change lanes/overtake on dual carriageways the mirrors will need to be checked very early to enable the learner to judge a suitable time to signal and then to check the mirrors and blind

spots again making sure it is still safe to change lanes prior to any actual steering into the next lane. Changing lanes should not involve any sharp steering or acceleration, as this could easily lead to potential dangers for both the learner and other drivers. Don't assume the learner will have necessarily considered this; it is much better to instruct the learner as to what to do rather than try to deal with the consequences. When wishing to move back into the left hand lane after overtaking a vehicle make sure that the learner knows when to check their mirrors and signal/indicate. It can be very difficult for a learner to judge when to move back into the left hand lane after overtaking a vehicle. I would suggest that they should be able to see the front of the vehicle they are overtaking in their interior mirror prior to moving back into the left hand lane. As with overtaking I would suggest mirrors, signal and then mirrors again prior to steering back into the left hand lane. Learners will often slow down after moving out into the right hand lane and after returning to the left hand lane. This can clearly be dangerous or at very least annoying to other motorists. Make sure that the learner knows what speed they are travelling at and that they can maintain the same speed if possible.

- There are numerous potential hazards the main ones being. Other driver's speeds, either too fast or too slow. Sudden braking due to poor positioning or awareness. Vehicles emerging onto the dual carriageway from slip roads, T-junctions or lay-bys. Remember lots of different types of vehicle and other road users can use dual carriageways including tractors, pedestrians crossing the carriageway and even learner drivers!

PRACTISING

Many learners will want to have a long look over their right shoulder when joining the carriageway. This is potentially very dangerous as they will be unaware of what is happening in front of them. Also due to hand eye coordination the learner may be tempted to steer too far to the right, as this is where they are looking. Whilst a look into their blind spot is extremely important it

should only make up part of their overall observation. Try to help the learner to judge a suitable space to emerge onto the carriageway taking into consideration the learners and other driver's speeds, distance away, the lanes other drivers are in and possibly moving to and any indicators/signals being used by the drivers on the dual carriageway. When practising on dual carriageways always make sure that both the learner **and you** use the vehicles mirrors regularly, so that you are not surprised by following and overtaking traffic. Learners will often feel that they have plenty of time and leave braking/slowing much too late. Try to encourage the learner to plan well in advance. This will help them to avoid needing to make sudden decisions, which at any speed can be dangerous but particularly the speeds that traffic is normally travelling at on dual carriageways.

RURAL ROADS

Driving on rural roads will often require the learner to assess some different hazards from, for instance, driving in a residential area.

However the same overall driving skills will be needed. For instance a narrow, rural road will require the same judgement as a narrow road with parked vehicles in a city. If there is any oncoming traffic will both vehicles be able to pass safely? Are there any passing spaces? The learner should always try to assess what potential hazards there are and how to safely proceed. Remember weather conditions will affect how we drive on all types of roads; however rural roads will often not benefit from the same drainage etc as other roads so the learner will have to take particular care of surface water and of course in rural areas mud in the road from the surrounding fields.

PRACTISING

When practising the route will ideally involve driving on a wide variety of roads from relatively wide national speed limit roads, where it may be quite safe to travel at or close to the speed limit to narrow country lanes where regardless of the speed limit, the

learner will have to travel relatively slowly to deal with the narrowness of the road and possibly the poor view ahead due to hedgerows etc. Make sure that the learner does not drive too fast and that they can always stop within the distance they can see ahead, as there may well be a pedestrian or horse in the road just around the next corner!

Turn in the Road

The examiner will ask the learner/candidate to find a safe place to pull in and park on the left. Next the learner will be asked to turn the car around in the road using forward and reverse gears so that the vehicle ends up facing in the opposite direction, trying not to touch either kerb. The examiner will be looking for the learner to show good control and accuracy, together with good effective observation throughout the manoeuvre. Try to find a quiet road which is wide enough for the vehicle to be able to turn around in 3 or 5 turns (ideally 3), with no obstructions near the edges of the kerbs both in front and behind (such as posts or very high kerbs) that the learner could make contact with.

There should also be a reasonably clear, unobstructed view all around so that both you and the learner can make sure that it is safe.

BRIEFING

Using the diagram provided explain to the learner where the vehicle will need to go/travel. Starting from the parked position beside the left hand kerb drive across the road stopping just before opposite kerb, then reversing back towards the left and finally (hopefully) driving forward again clearing the kerb on the opposite side of the road with the vehicle now ending up facing the opposite direction and side of the road from the initial parked/starting position.

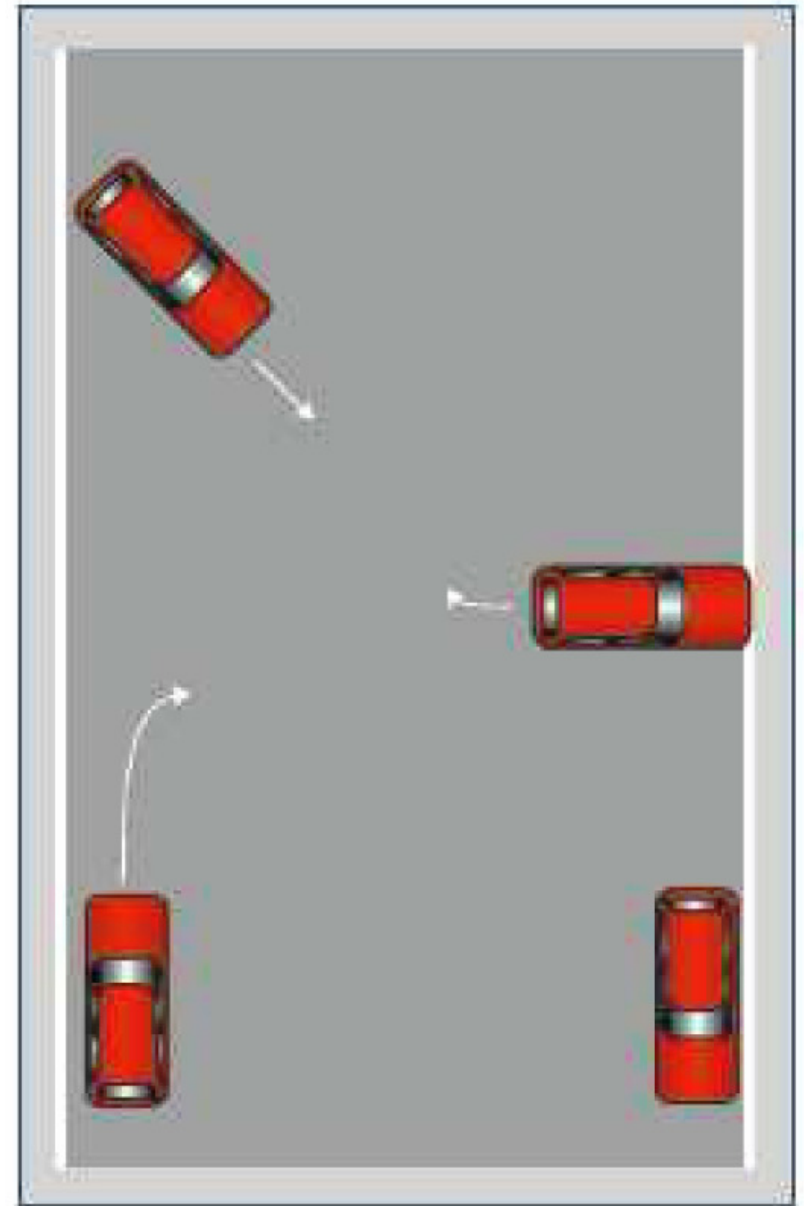
The learner will then straighten the steering wheel and drive on. Next you will need to explain how, using clutch and brake control, they will need to move the vehicle very slowly while steering briskly (trying not to steer while the car is stationary). Learners will often find it extremely difficult to judge the distance to the kerbs both forward and back. Explain where (in the vehicle being used) they should look to judge the kerbs. Often this will be lining up the right door mirror with the kerb while travelling forward and over the learner's right shoulder when reversing. When travelling forward the learner can also use the judgement they would

normally use when judging the distance to the end of a road or stopping at a traffic light controlled junction. This can be practised (on a very quiet road) by asking the learner to stop when you know that the front or rear of the vehicle is near to the kerb. The learner can then see how it should look when they are judging the kerbs themselves. Throughout the manoeuvre the learner will need to show good observation in the direction they are travelling in, and up and down the road. Please note the learner should not use their indicators/signals while doing this manoeuvre. Finally explain to the learner that they do not have to complete the manoeuvre in 3 turns, if they are controlling the vehicle well, using the full width of the road, judging safely the distance to the kerbs and carrying out good, effective observation, then the number of turns used, be it 3 or 5, should be acceptable to the examiner.

PRACTISING

If the vehicle is not under full control then the learner will not be able to complete this manoeuvre safely or correctly, so you must be sure that the learner has good control prior to practising this manoeuvre. This manoeuvre will help to improve the learner's control still further, however you do not want to be travelling across a road heading towards a kerb and possibly a wall etc while trying to explain to the learner clutch or brake control. One of the most common problems when practising this manoeuvre is for the learner to combine moving the vehicle slowly with quick steering. You may at first need to keep encouraging the learner to steer briskly, while still reminding them to keep the vehicle moving slowly. It is also quite likely that you will need to remind the learner to keep carrying out good observation. Remember, while reversing, the learner will need to look over their left shoulder looking out through the rear window and also over their right shoulder into the blind spot, not just to look in their mirrors. The learner should not drive towards pedestrians on pavements near to the vehicle, and will need to judge if traffic from their left or right is going to drive past or wait for the learner to complete the

manoeuvre. Generally it is best to wait/stop if the learner is unsure of the other driver's intentions. They should, however always try to be ready so as not to cause other road users to wait longer than is necessary.



Left and Right Reverse

Normally this will be a left reverse unless the vehicle being used has little or no visibility out of the rear window, such as in some vans for instance. We will therefore concentrate on the left reverse; you can easily adjust the methods given to also practise the right reverse. The examiner will ask the candidate to find a safe place to park on the left a short distance before the next side road on the left. They will then be asked to drive past the side road and then reverse back into this road following the kerb and travelling a reasonable and safe distance into this road. This manoeuvre will test the learner's ability to reverse in both a straight line and around a bend while maintaining good control of the vehicle and showing good effective observation throughout the manoeuvre.

An ideal location to practise this manoeuvre would be a reasonably quiet road/corner with a relatively gradual bend and good visibility for both you and the learner.

BRIEFING

I would suggest that you ask the learner to find a safe place to park, a short distance prior to the road you intend to use. When suitably parked explain which manoeuvre you intend to practise, possibly using the same wording as detailed above.

First give instruction on the initial section of the manoeuvre; the drive past the side road, observation needed and where to position the vehicle when stopping. Remind the learner of the need for good effective observation and signalling prior to moving away from the parked position and then to drive slowly past the side road, having a safe look into the side road to make sure that it appears safe to reverse into (hazards such as parked cars or pedestrians just around the corner may make it potentially dangerous to reverse into). Next to carry out the normal mirrors and possibly signals prior to pulling up and stopping/parking about two car lengths (one car length from the back of the vehicle) past the side road and a short distance (10-15cm is ideal) from the

kerb. When positioned with the side road behind them I would explain the reversing section of the manoeuvre. Using the diagram provided explain how you wish them to reverse back following the kerb while carrying out good effective observation. There are two main ways that the accuracy of the manoeuvre can be taught.

FIRST METHOD

In this method the accuracy of the manoeuvre is predominately judged using the left door mirror. This will need to be lowered to a height that enables the learner to see the kerb and the gap/distance between that and the side/rear of the car. Then explain that the learner will need to reverse following the kerb until the back of the car/rear wheel is level with the start of the corner. Then with the vehicle still moving slowly the learner will need to steer to the left somewhere between $\frac{3}{4}$ and a full turn of the wheel.

Next the learner will need to look in the left door mirror again and decide whether or not the distance between the kerb and the side/back of the car is larger or smaller than it was at the start of the manoeuvre. If it is the same then they should keep reversing without any more turns of the steering wheel. However if the distance from the kerb has increased then they will need to turn the steering wheel more to the left and if the distance has decreased then to turn the steering wheel more to the right. The amount of steering will need to match the amount by which the distance is increasing or narrowing between the side of the car and the kerb. As the learner completes the corner they will need to straighten up the steering wheel to enable them to continue to reverse following the kerb, until the front of the vehicle is about 3 car lengths back from the end of the road. When they have stopped the learner should apply the handbrake and select the neutral gear.

METHOD TWO

The learner will judge when to steer (still at the point of turn and the same amount) by looking over their left shoulder out of the rear and/or rear side windows, keeping the kerb in the corner of the rear window or rear side window depending on the vehicle being driven, adjusting the steering to the left or right if the kerb/corner moves from the position in the rear window. The learner will need to straighten the steering wheel when they have completed the corner and again reverse back about 3-car lengths from the end of the road. The position in the rear window that the learner will use to follow the kerb will vary greatly between different makes and models of vehicles. You will therefore need to judge this point prior to the practice so that you can advise the learner where to look.

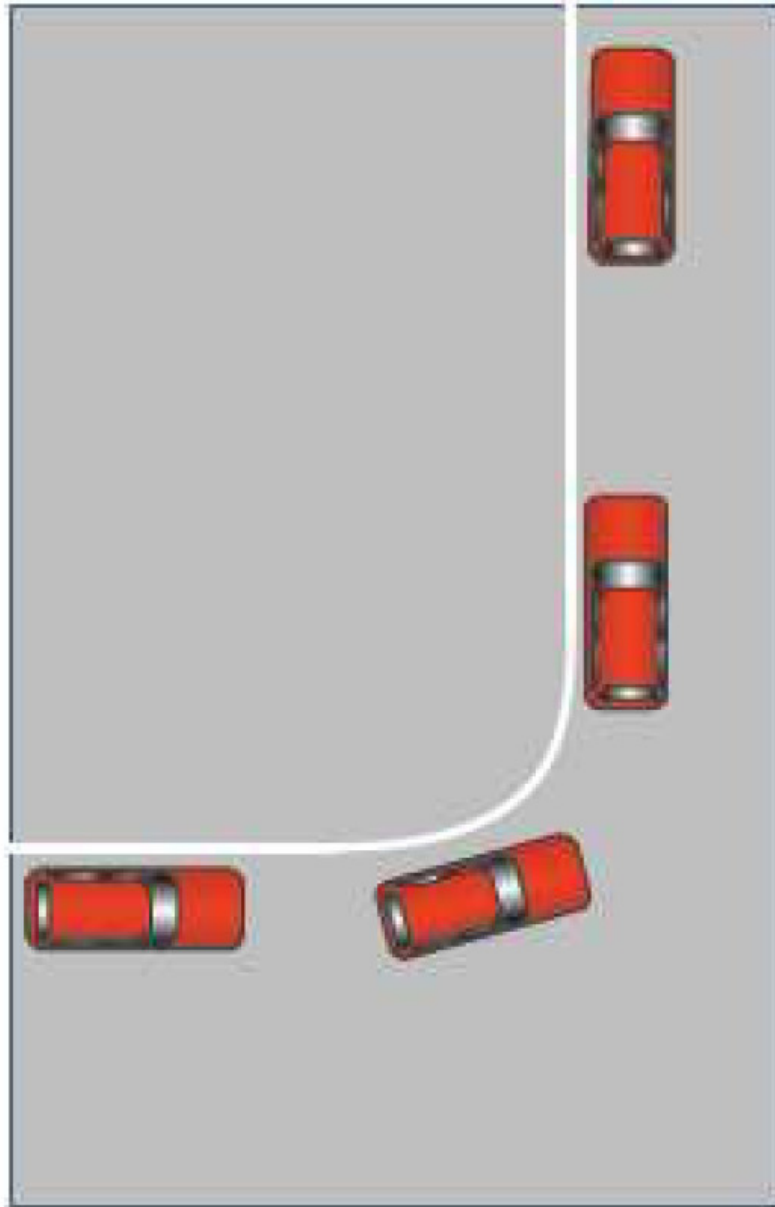
Throughout this manoeuvre, regardless of the method being used, the learner will need to carry out good effective observation, making decisions on whether to stop or keep reversing if hazards are seen.

I would suggest that most learners would find the first method a much easier way to follow the kerb accurately. Many people worry that this method will mean that the learner will do less observation, however as long as you instruct the learner to carry out good effective observation prior to starting to reverse and to continue this observation during the reverse then the observation can be as good as or even better than when judging through the rear window, as in method two. If using the first method I would suggest instructing the learner to alternate their looks/observation, looking in the left door mirror checking to see if their position is correct and then looking over their left shoulder out of the rear window to check that it is still clear to continue reversing. The learner must carry out good; all around observation with looks over their left and right shoulders looking out of the rear and side rear windows together with observation in front and to the sides, checking for other road users and pedestrians. If a hazard or

potential hazard, such as an approaching car is seen then the learner must decide whether they should stop or continue reversing. This will depend upon which course of action is better or safer for the approaching car driver.

PRACTICING

Learners will often try to drive too fast when practising this manoeuvre, you will need to be ready to remind the learner to keep the vehicle moving at a very slow speed to enable them to both follow the kerb accurately and to carry out good observation. The learner may need some assistance judging when to start steering, when practicing for the first time. This will be much easier for you to do if you have fitted one of the small mirrors that can be attached to the door mirrors as this can be set to enable you to also have the same view as the learner. As the driver starts to follow the kerb/corner it is often useful to ask them if the gap between the car and the kerb is still the same, and next asking if it is still clear of other traffic etc out of the rear window. This will help the learner to get used to altering their thoughts between the accuracy and the observation that is needed when carrying out this manoeuvre.



REVERSE PARK (CARPARK)

This manoeuvre will require the learner to reverse into a parking bay. This will normally be the test centre car park where the test started.

As with other lessons one of the first things to consider is where to carry out this practice. Many car parks are privately owned and the owners may not wish for you to practice there, so please be careful or thoughtful when choosing a car park. You should choose a quiet area that has plenty of space away from other vehicles and pedestrians with good parking bay markings and no posts or trees etc near to where you are reversing.

The learner will need to show good control of the vehicle and accuracy, together with good effective observation at all times, dealing safely with any situations such as pedestrians or other users of the car park.

Different Methods

Method 1, this is the method shown in the diagram. Ask the learner to position the vehicle parallel to the front of the bays, with bays being on your left (using the diagram as an aid). Subject to the space available I would suggest a distance of two car widths between the left hand side of the car and the front of the bay. Whilst all vehicles will have slightly different turning circles (how much space a vehicle can turn round in) this method will suit the majority of cars. The learner will need to adjust the left door mirror to assist them to judge their position into the parking bay. This will normally need to be slightly lower than for normal driving. Next the learner will need to select reverse and carry out good observation all around prior to starting to move. Reverse slowly, continuing with observation, in a straight line until the back of the car is level with one of the bay markings for the side of the space. Then with the vehicle still moving slowly turn the steering wheel briskly and fully to the left.

Continue on this arc until the learner can see the left hand side of the parking bay they are parking into in the left hand door mirror.

At this point they will need to take one of the following three actions.

- If it appears that the vehicle is going into the centre of the parking bay then keep the steering wheel to the left until the vehicle is parallel to the sides of the bay and then to straighten up the steering wheel and continue fully into the parking bay, stopping when the vehicle is fully into the bay.
- The vehicle looks to be too far to the left and possibly going to end with the vehicle over the left hand line (the steering having been too early). The learner will need to turn the steering wheel to the right (an amount dependant on how far the vehicle is to the left), then when the position has been corrected turn the steering back to the left until the vehicle is parallel with the side of the bay, finally straightening the steering wheel and continuing to reverse back fully into the parking bay.
- The final possible view is that the learner has steered too slowly or late and is very wide from the left hand side of the bay. If space allows (no vehicles or obstructions in the right hand bay) continue with the wheel to the left and then when the vehicle is almost in the middle of the space turn the wheel to the fully right until the car is straight and then straighten the steering wheel. This is clearly the most difficult and the timing of the steering will need to be adjusted next time.

If the vehicle is still not in the space the learner can drive forward, positioning the vehicle more to the left or right, then straightening the vehicle and then the steering wheel, finally reversing back into the bay. Remember throughout the whole manoeuvre the learner will need to maintain a good level of observation all around including checking over both shoulders to make sure that it is safe to continue.

Method 2 The difference with this method is the initial positioning of the vehicle. You still will position parallel to the front of the bay, but only about half the distance away. Then drive forward in a straight line until the front of the vehicle is level with the side of

one of the bays. Now, while still moving forward, steer to the right. When the vehicle is at approximately a 45-degree angle to the bay you stop and check in the left door mirror (which should be the same as in method 1). In the mirror you should be able to see the left hand (passenger side) edge of the parking bay. You then select reverse and while reversing slowly turn the steering wheel to the left. The amount you steer to the left will be dependant on what you can see regarding your position in the left door mirror, the same as in method 1.

As in the first method if you are not positioned correctly you may move forward and back to alter your position, remembering to maintain good observation throughout.

The examiner will be looking to see that the vehicle was under control, both moving forward and in reverse, that at the end of the manoeuvre the vehicle is fully within the parking bay and the manoeuvre was carried out safely with a good level of observation.

I have only described reversing to the left however you may also wish to practice reversing to the right.



Reverse Park (Road)

The examiner will ask the learner/candidate to park on the left hand side of the road. They will then ask the candidate to pull alongside the vehicle in front of them and to reverse park back into a space no bigger than two car lengths (including the vehicle being driven) behind the vehicle being used, finishing reasonably near to the kerb. During this and all other manoeuvres the examiner will, as well as the accuracy, be looking at the control of the vehicle and that the candidate carries out good effective observation throughout. If the vehicle is not positioned as the candidate feels correct they can move forward and then reverse back again to correct this, subject to the vehicle not having reversed back over the two car lengths at any point.

To practice this manoeuvre you will need to find a reasonably quiet road with a small number of correctly parked vehicles. The space between these vehicles should be well in excess of two car lengths. Remember, these are other people's vehicles and they may not appreciate a learner reversing back towards their vehicle. Please allow plenty of room.

BRIEFING

As can be seen from the diagram the learner will need to position their vehicle alongside the parked car. It is worth reminding the learner that they will need to carry out good observation and possibly signalling (MSM routine) when moving out and then stopping alongside the parked vehicle. Their position should be close enough to the side of the vehicle that they can complete the manoeuvre without hitting the opposite kerb, but not too close. The examiner does not want to be concerned that the candidate may hit the parked vehicle.

As a guide I would suggest a distance of about half a metre between the door mirrors of both vehicles. Next the candidate will need to select reverse gear, not only in preparation for reversing but also to warn other road users with the vehicles reversing lights. Similar to the other reversing manoeuvres the candidate

should lower their left door mirror slightly to help with the judgement to the left hand kerb (later in the manoeuvre). After good, effective all round observation the learner should start to reverse back slowly in a straight line.

When the back of their vehicle is a short distance past the back of the parked vehicle they should, while still reversing slowly, start to steer briskly to the left, continuing to reverse and steer until the vehicle is at an angle of approximately 40-45 degrees in the road (see diagram). Next, while still reversing, the learner should start to steer briskly to the right. After travelling a short distance further back it is worth asking the learner to stop and then to ask them to look in the left door mirror and then at the vehicle in front (at test standard they should be able to do this check while still moving). Do they believe that they will end the manoeuvre too close, too far away or exactly where they want to the kerb if they continue reversing back on the same line?

If they are unsure they should reverse back a short distance further (still with good effective observation) and check again.

They should then, depending on their judgement.

- Steer back to the left and then right if they are going to end the manoeuvre too wide to the kerb.
- Finish the rest of the steering to the right if they are getting too close (stopping before they make contact with the kerb).
- Continue reversing back if their position looks correct, stopping when the car is parallel to the kerb.

When the learner has stopped the vehicle beside the kerb they should, if correctly positioned, apply the handbrake and place the gears in neutral. If the vehicle, however is still too far from the kerb or has been stopped to avoid hitting the kerb they will need to move forward and then reverse back (taking care to continue with good observation and safe judgement to the vehicle in front). When moving forward they should, if space allows, try to position their vehicle behind the parked vehicle parallel to the kerb. Then, while reversing, steer to adjust the position of their vehicle.

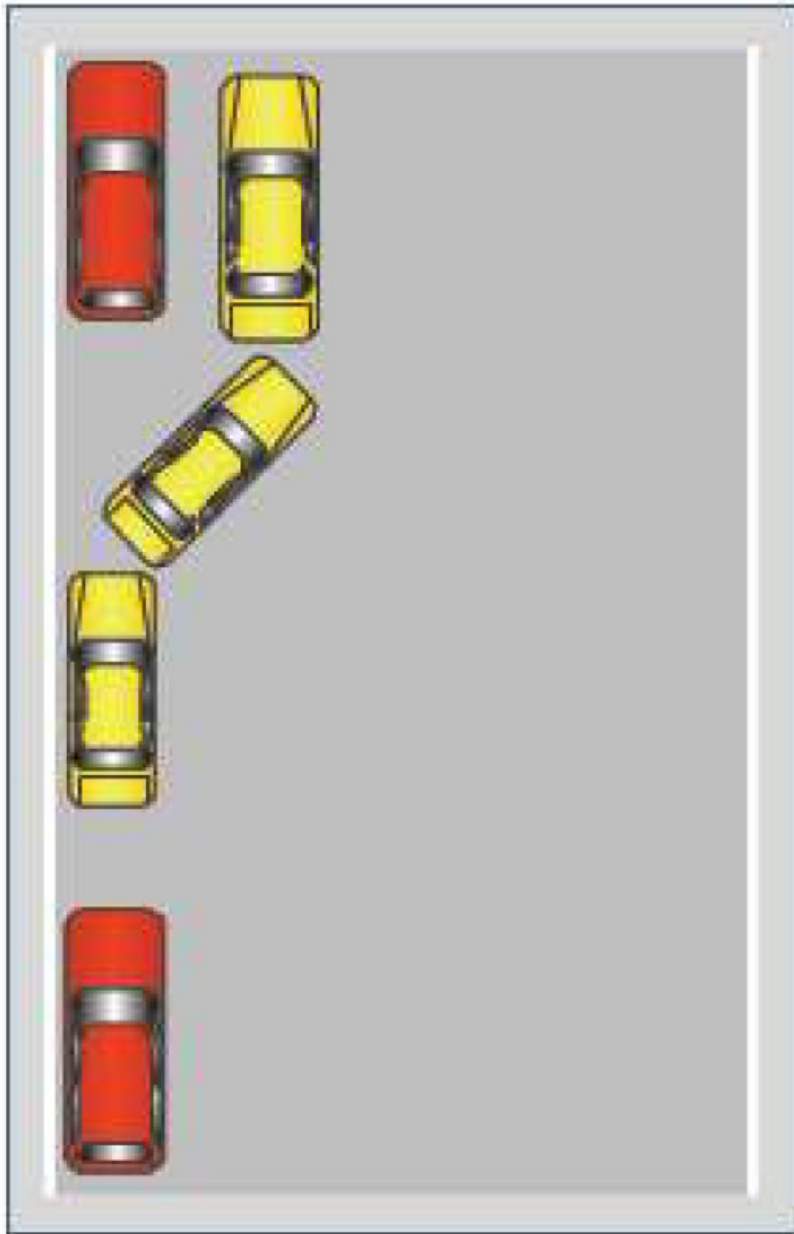
Unfortunately, regarding the distance from the kerb, at the end of the manoeuvre there is no set distance given by the DSA or examiners as to what is acceptable. We suggest using the guide of “would I be happy to leave my own vehicle parked that distance from the kerb?”

PRACTISING

When practising this manoeuvre learners will often allow the vehicle to move too fast. As well as the control being important to the examiner, if the vehicle is not under good control they will not have time to judge their position or carry out good effective observation. Learners will also often have trouble judging whether or not they will end up too close or far away from the kerb.

This is why we would suggest that on the first few attempts that they stop the car to give them time. It is very tempting for the learner to just say I don't know. In which case try to talk through what they are seeing in the mirror and the view ahead and behind. The vehicle in front can often help with this positioning. When they look forward is the vehicle in front still over to their left, if so they are still a long way from the kerb?? However if they believe that by continuing on the same line the vehicle will then be straight in front of them, they will end up positioned similar to that vehicle.

This manoeuvre does often require quite a lot of practise for the learner to become confident. Be patient.



UNDER INSTRUCTION OR TEST STANDARD?

Judging when a learner driver is at test standard can be a difficult task for anyone who is not familiar with the current test and what level of competency is required. Under instruction is where the instructor is still needed to help the learner during the drive with advice or instruction. Test standard will be when the learner can undertake all the areas required on the test without **any** assistance. Listed below are the main areas (but not all) that the examiner will be looking at to decide whether or not the learner is a safe, competent driver.

- Control; the learner will need to demonstrate that they can use the controls such as clutch, footbrake, accelerator, steering, gears etc appropriately in a smooth and safe manner. For example, being able to pull away smoothly and without stalling including on a gradient and at an angle, using the correct gears (without looking down at the gear lever). Make sure that the seat and mirrors are correctly adjusted.
- Mirrors and signals; is the learner using all the mirrors fitted to the vehicle correctly, remembering to use the mirrors for regular checks and before signalling, changing position or speed. The learner must also deal correctly with what they may see in the mirrors. Signals must be used correctly and in good time so that other road users and pedestrians know your intentions.
- Positioning; correctly position the vehicle in the road including lane discipline and on roundabouts etc. Allow plenty of room when passing stationary vehicles, cyclists and pedestrians, always considering possible dangers such as a door opening.
- Speed; the correct use of speed will enable the learner to make reasonable progress along the road, taking into consideration speed limits, road and traffic signs, traffic lights and potential hazards. The following distance behind other vehicles must be safe giving the learner sufficient time to stop safely. Not too **fast**

(not giving the learner time to stop or deal with potential hazards) or being **over** cautious, causing dangers to yourself and other drivers.

- Road Signs and Markings; the learner will need to be observant enough to see and then to understand the many different types of signs and road markings used on our roads.
- Junctions; these must be dealt with in a safe, competent manner.

Approaching at suitable speeds and positioned correctly.

Understanding how the junctions work, using good observation to judge other traffic such as their speed, distance away, signals etc.

- Moving away and Stopping; Finding a suitable place to stop/park, and then moving away correctly, making sure not to cause other road users any danger either in the place used to stop or the manner of stopping or moving away.
- Judgement, Awareness and Planning; this is an area which many learners who have not spent enough time driving on suitable roads struggle with. They will need to have driven on roads such as those in city or town centres, rural roads; areas with difficult or confusing road layouts. Roads where they may need to plan changing lanes or dealing with all types of pedestrian crossings and traffic lights changing as they approach. Pedestrians or cyclists moving out into their path, misleading signals etc. All of this is gained through experience and will not only be needed for the test, but to enable the learner to drive safely after they have passed their test.
- Manoeuvres; the learner will be asked to carry out two manoeuvres, demonstrating their ability to control the vehicle while driving forward and reversing carrying out good effective observation while completing the manoeuvre safely and competently.

For the learner to be at test standard they will need to demonstrate all of the above without any assistance or instruction (other than being given directions etc). As the learner becomes

more accomplished in their driving, you will need to gradually reduce the amount of guidance/instruction given.

This will enable the learner to make and get used to making their own decisions rather than relying upon their instructor or yourselves to make them for them. This can be difficult to do especially if you can see the learner about to make a mistake. Always try to encourage the learner with positive advice as to what they should have done if they make a mistake rather than just telling them that they got it wrong. Make sure that they also understand why they should have dealt with the situation differently. There is no point in simply sitting back and allowing the learner to continually make mistakes, you will need to consider why they are happening and what can be done to correct them. Remember you will still need to intervene if you believe the situation to be potentially dangerous.

When you believe that the learner can drive without the need for assistance or instruction then it may be worth considering carrying out a mock test (which is covered in the next section).

Mock Tests

The purpose of a mock test is both to prepare the learner as to how the test will be conducted and to see what errors or mistakes they may be likely to make when under test conditions. Firstly there is little to be gained from a mock test unless you believe that the learner is at or very near to test standard. If carried out too early a mock test could adversely affect the learner's confidence. When an ADI carries out a Mock Test they will take on the role of the driving examiner. A suitable route including various different types of junctions, speed limits and road conditions, such as rural, city and residential will be planned, and they will also decide which two manoeuvres will be carried out on the test.

Before the test the learner will be given the same briefing that the examiner will give, for instance to follow the road ahead unless road or traffic signs indicate otherwise, that they will have a variety of different road and traffic conditions to deal with and that they will be asked to complete two manoeuvres. The ADI will then only give directions to the learner and not any help or advice. If the learner makes a misjudgement or wrong decision then this would be marked on either the ADI's own marking sheet or possibly on a copy of the actual driving test report sheet.

At the end of the test (approximately 40-45 minutes) the instructor will carry out a debrief on any areas/mistakes that were made and the marks that would have been given, hopefully also covering any areas that the learner did particularly well with or that had improved from a previous lesson.

I would suggest that you do **not** try to mark an actual driving test report form while carrying out a mock test. It takes time to get used to the marking system and marking it may distract you from the much more important task of observing the learners driving. Instead I would suggest making a mental note of any particular faults, which you may need to talk through with the learner at the end of the test. If there are too many faults being made for you to

easily remember, then I would suggest that it might have been too soon for the learner to be taking a mock test.

Another option would be to try a much shorter mock test, maybe 20 minutes, to allow the learner to get used to not only driving without any instruction (other than directions), but also knowing that they will not receive any help/assistance. It is noticeable that if you carry out a mock test but without telling the learner that is what you are doing, then they will often drive better than when they know that they are on a test.

Remember that the object of the test is for the learner to gain experience of what the test will be like and to highlight any problem areas. It is not solely to see if they pass it. Use a mock test simply as an aid to helping the learner pass their driving test.

Vehicle Safety Check Questions

At the beginning of the practical driving test the driver/candidate will be asked two vehicle safety check questions. These questions are designed to check the candidate's knowledge of the basic checks that we should all carry out on our vehicles to make sure that they are safe to drive.

The following five pages contain the **full** bank of questions from which the examiner will choose two to ask the candidate. As you will see from the list some will require the candidate to **tell**/explain to the examiner how they would for instance check the brakes are working before starting a journey. Other questions may require the candidate to **show** such as how to check the direction indicators are working.

The learner driver will need to be shown how to carry out each check regardless of whether or not it is a show or tell question.

This will enable them to fully understand the checks and not just repeat the answer from the attached list.

It is worth remembering that different makes and models of cars may be slightly different so make sure that the learner knows how to answer the questions for the car they are using for the test.

Category B Combinations from 01/07/2008

Combination

Question No.

Show /Tell Question Answer

1 Show

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

Applying the indicators or hazard warning switch and check functioning of all indicators. (May need to switch ignition on, prompt not to start engine)

1 Tell

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

Brakes should not feel spongy or slack. Brakes should be tested as you set off. Vehicle should not pull to one side.

2 Tell

Identify where the windscreen washer reservoir is and tell me how you would check the windscreen washer level. **Identify reservoir and explain how to check level.**

2 Show

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

Operate brake pedal, make use of reflections in windows, garage doors, etc, or ask someone to help. (May need to switch ignition on, prompt not to start engine)

3 Show

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

If the steering becomes heavy the system may not be working properly. Before starting a journey two simple checks can be made. Gentle pressure on the steering wheel, maintained while the engine is started, should result in a

slight but noticeable movement as the system begins to operate.

Alternatively turning the steering wheel just after moving off will give an immediate indication that the power assistance is functioning.

3 Tell

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

Manufacturer's guide, use a reliable pressure gauge, check and adjust pressures when tyres are cold, don't forget spare tyre, remember to refit valve caps.

4 Show

Show me how you would check the parking brake (handbrake) for excessive wear, make sure you keep safe control of the vehicle **Apply footbrake firmly. Demonstrate by applying parking brake (handbrake) so that when it is fully applied it secures itself, and is not at the end of the working travel.**

4 Tell

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

Identify reservoir and explain how to check level.

5 Show

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

Identify dipstick / oil level indicator, describe check of oil level against the minimum/maximum markers.

5 Tell

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

Manufacturer's guide, use a reliable pressure gauge, check and adjust pressures when tyres are cold, don't forget spare tyre, remember to refit valve caps.

6 Show

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

Identify high/low level markings on header tank where fitted or radiator filler cap, and describe how to top up to correct level.

6 Tell

Tell me how you make sure your head restraint is correctly adjusted so it provides the best protection in the event of a crash **The head restraint should be adjusted so the rigid part of the head restraint is at least as high as the eye or top of the ears, and as close to the back of the head as is comfortable. N.B. Some restraints might not be adjustable**

7 Show

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

Identify reservoir, check level against high/low markings.

7 Tell

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

No cuts and bulges, 1.6mm of tread depth across the central ¾ of the breadth of the tyre and around the entire outer circumference.

8 Show

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

Check is carried out by using control (turn on ignition if necessary).

8 Tell

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

No cuts and bulges, 1.6mm of tread depth across the central ¾ of the breadth of the tyre and around the entire outer circumference.

9 Tell

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

Brakes should not feel spongy or slack. Brakes should be tested as you set off. Vehicle should not pull to one side.

9 Show

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

Operate control to wash and wipe windscreen (turn ignition on if necessary).

10 Tell

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

Explanation: Operate switch (turn on ignition if necessary), then walk round vehicle. (As this is a "Tell Me" question, there is no need to physically check the lights.)

10 Show

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

Set all relevant controls including; fan, temperature, air direction / source and heated screen to clear windscreen and windows. Engine does not have to be started for this demonstration

11 Show

Show me how you would switch on the rear fog light(s) and explain when you would use it/them. (No need to exit vehicle)

Operate switch (turn on dipped headlights and ignition if necessary). Check warning light is on. Explain use.

11 Tell

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

Warning light should illuminate if there is a fault with the anti lock braking system

12 Show

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

Operate brake pedal, make use of reflections in windows, garage doors, etc, or ask someone to help. (May need to switch ignition on, prompt not to start engine)

12 Tell

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

Explanation: Operate switch (turn on ignition if necessary), then walk round vehicle. (As this is a "Tell Me" question, there is no need to physically check the lights.)

13 Show

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

Operate switch (with ignition or engine on if necessary), check with main beam warning light

13 Tell

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

Warning light should illuminate if there is a fault with the anti lock braking system.

Driving Test

The purpose of the driving test is simply to test the candidate's (learner's) ability to drive on a variety of different types of roads and traffic conditions. To deal correctly and safely with junctions and be able to manoeuvre the vehicle (such as the reverse park) in a safe controlled manner. The examiners will have devised routes that will test the candidate's ability and that will normally take between 35-45 minutes to complete. If you wish to you can download details of the test routes for the test centre being used from the DSA website. You will find further details on the links page.

When the learner is ready (see "under instruction or test standard" section) and has passed the theory test they can apply for their driving test. If the learner is learning with an ADI I would strongly suggest that they discuss and agree with the ADI when and where to book the test for. The test can be booked by post, telephone or online (details on links page). After the test has been booked the candidate will be sent a confirmation letter. Please make sure that the details such as test centre date and time are correct. The learner will need to show various documents to the examiner at the start of the driving test. These are both parts (paper and card) of the photo I.D driving licence; if the licence is the old style (none photo I.D) then you will need the licence plus suitable photo I.D (a full list of allowed I.D can be found on the DSA website).

They will also need to take their theory test certificate and confirmation letter.

It is worth making sure that the learner has all these documents safe well before the test, in particular both parts of the driving licence. Without the correct documents the examiner will not be able to carry out the test. If in any doubt regarding these documents please check with the learners ADI or DSA.

If you are taking the learner for the test in your/their car please make sure that it complies with the requirements for a vehicle

presented for test (see DSA website for full details). You should arrive at the test centre approximately 10 minutes before the test is due to start, arriving earlier may mean you get in the way of an earlier test returning to the car park. However, make certain not to arrive late for your test as, if you do, the examiner may not be able to conduct the test and the learner will lose the test fee. Make sure you know where the test centre is and where to park, if the test centre has a car park reverse into a space so that the learner can drive forward at the start of the test. It is often a good idea for the learner to take a bottle of water or something similar to the driving test as, if we become dehydrated this can adversely affect our concentration. Clearly, care must be taken not to drink too much water or soft drink prior to the test.

Leading up towards the test and especially on the day learners will often become nervous and start doubting their own ability. Rather than just telling them not to be nervous, try to find out if there is a particular reason, such as them being worried about a type of junction or manoeuvre? You can then talk through the area worrying them. Let me give you an example;

The learner tells you that they cannot judge when to emerge onto a roundabout. You know that occasionally they are slightly hesitant however normally they judge the roundabouts well. Talk through recent drives when they have used good judgement reminding them that you are only marked for **undue** hesitation. Also if there is a particular (recent) incident when they did make a misjudgement then discuss with them what they should have done (in a constructive way). Most of us can build up worries out of all proportion.

Discussing them in a calm, logical manner will often help to ease these concerns. When travelling to the test try to take a route that will give the learner a variety of different types of junctions and road layouts so that they can be confident that they are dealing correctly with them. If however the learner does make a misjudgement talk through the problem so that the learner is then

sure what they should have done to deal with the situation correctly.

When at the test centre you will both need to wait in the test centre waiting room. The examiners will come into the waiting room at the allotted test time and ask for each of the driving test candidates (learners) by name. The candidate will need to show the examiner their documents and will be asked to read and sign a declaration. This will ask the candidate to confirm that the vehicle being used is fully insured for the purposes of the test and that they have lived in the UK for at least 185 days in the last 12 months. Make sure that the learner's signature has not changed from that on their provisional licence. If the candidate wishes for you to sit in the back of the car during the test they will need to ask the examiner. Please note that if you do sit in the back during the test you are not allowed to say anything, if you do the test may be terminated. The examiner will then hand the documents back to the candidate/learner who will need to keep these with them, as hopefully they will be needed at the end of the test (when filling in the pass certificate). When in the car park the candidate will be asked to read a number plate at the appropriate distance and then when at their vehicle they will be asked two vehicle safety check questions. The examiner will then explain how the test will be conducted and ask the candidate to move away when ready.

During the test the candidate should try to drive as if they were on a normal lesson, listen carefully to the examiners instructions and keep their concentration on their driving and not on the fact that they are on their test.

Good Luck

Passed!

Congratulations on helping the learner, now a fully qualified driver, pass their driving test. It's very tempting to assume that your role has now finished and that the driver can simply start driving on their own!

As long as they have a vehicle that is taxed and insured for them to drive, the new driver can now legally drive on the road without L-plates and without anyone accompanying them. It is, however still a very good idea to cover a number of points prior to them driving on their own for the first time.

KNOWING THE VEHICLE THEY ARE GOING TO DRIVE!

If the vehicle is the same as they have been learning in they should already know most, if not all the main controls such as lights and demisters etc.

However, it is still a good idea to briefly recover where these controls are, especially if the new driver has not had need to, for instance use the lights recently. Does the new driver know how to fill up with fuel and which dial on the dashboard tells them that they are running low? Also you will need to make sure they know whether the car runs on petrol or diesel!

DRIVING ON THEIR OWN.

It is not a good idea for a newly qualified driver to have all their friends in the car when driving for the first time. Instead suggest that they either take their first drive on their own or with a passenger if they would prefer. I would also suggest the first drive be on roads and a route that they know well, as trying to work out which way to go at the same time as getting used to driving on their own could potentially cause problems.

NEW SITUATIONS.

There are some situations and types of roads that the new driver may not have experienced as yet. For instance if the driver learned over the summer they will (hopefully!) not have experienced snow and ice etc. It is worth explaining the problems the driver will need to consider when dealing with these

conditions. Has the driver driven in the dark? If not an accompanied drive in the dark would be a good idea enabling you to explain some of the potential problems that the driver may encounter.

Motorway driving.

This cannot be practiced on a provisional licence; therefore the new driver will have no experience of driving on them. However these can be very challenging roads for even experienced drivers to deal with. It is therefore worth considering undertaking some accompanied practice if the new driver is likely to be driving on these types of roads.

PASS PLUS.

This is a course that may help to improve the new driver's skills still further.

Examiners will normally inform the driver of this course and give them details when they pass the L-test. Completion of this course may also help to reduce the cost of insurance! If the driver was learning with an ADI then it is worth asking them if they are Pass Plus registered and if they can provide them with further details of the course and costs involved.

Finally remember that although the driver has passed the L-test they are still an inexperienced driver, and that the experience that is so valuable when driving is only gained gradually over time.

Links

DSA (Driving Standards Agency)

www.dsa.gov.uk

www.dsa.gov.uk/Cars.asp

<http://www.direct.gov.uk/en/Motoring/LearnerAndNewDrivers/index.htm>

http://www.direct.gov.uk/en/Motoring/LearnerAndNewDrivers/PracticalTest/DG_4022483

DVLA

www.dvla.gov.uk