

ADI competency assessment guide

Section A: Planning, start up and conduct of lesson

1. Setting the learning climate and rapport

(A) The ADI introduce themselves in a courteous and friendly manner

The ADI introduces themselves optionally offering a handshake, confirms the student's name and creates a positive learning environment and rapport.

(B) The ADI asks the student if there are any questions or concerns

This should be done after the initial briefing and several times throughout the lesson. This is especially important if the student appears to be having difficulty in following instructions or explanations.

(C) The ADI avoids demoralising language and behaviour

Throughout the lesson, negative comments such as 'Oh no!' or negative body language such as stiffening back in the seat can have a detrimental affect on the learning process and should be avoided. A positive learning environment is promoted through friendly and courteous conduct of the lesson.

(D) Emphasises the importance of asking questions and being proactive

The ADI states clearly that learning outcomes are improved if the student fully understands everything that is said and asks for clarification about instructions and explanations where necessary.

2. Lesson plan

(A) State clearly the lesson subject and sub-skills involved

This involves restating the lesson subject and listing the sub-skills involved. The ADI will have to check the student's understanding periodically. The ADI will have to explain if the student seems confused or fails to understand the meaning of the subject matter. For example, the 'golden rule' at roundabouts.

(B) Lesson covered the sub-skills

Each subject has a number of essential sub-skills for the purposes of teaching. For example, the sub-skills in a lesson on reverse parking would involve practice in co-ordination of vehicle controls, observation and accuracy.

(C) Checks with student to see all is understood

The ADI asks the student if explanations or sub-skills are understood. This will include, for example, asking open questions as to how a skill is performed or to explain a term or procedure.

(D) Establishes a base line for the lesson

Establishes the student's learning needs for the lesson. The ADI does this through question and answer. For example, what was included in their last training session, what the student can and cannot do well and what they expect to gain from this lesson. This will fine tune the training to meet the student's specific learning needs.



Section B: Effectiveness of delivery

3. Matches instruction to learner's ability

(A) Level of instruction is suitable for each stage of learning

This refers to the amount of detail at each stage of the lesson. For example, the amount of talk through when the student is driving. The student needs to be able to make decisions without too much help or ongoing instruction, except where it is deemed necessary for safety or confidence building.

(B) Range of techniques used as required

The ADI uses different teaching techniques such as explanation, question and answer, demonstration and allowing the student time to practice. The purpose is to respond to different learning styles. For example, using a diagram of the rules of the road or other visual aid may be more effective than a verbal explanation for some students. This is especially important when a student seems not to understand an explanation such as how to deal safely with roundabouts.

(C) Instruction is given in short progressive steps

This is based on a breakdown of the subject into sub-skills, acknowledging the student's progress as it occurs before advancing to the next stage in the learning.

(D) Language/attitude is respectful of the student's progress

This refers to acknowledging the student's previous learning and progress. Being attentive to and following through on the student's stated learning needs. For example, the ADI should avoid abusive or patronising language.

4. Identifies and analyses driving faults

(A) Faults demonstrated are identified

This is the assessment of the instructor's ability to recognise that a driving fault has occurred. It is evidenced by the ADI clearly identifying the fault and informing the student at the appropriate time in a supportive manner.

(B) The ADI provides safe analysis of repeated faults at the appropriate level

Faults are explained and analysis provided where it is safe to do so. The extent of detailed analysis depends on the context and experience of the student. Analysis includes the causes and consequences of such faults in the context of safe and socially responsible driving.

(C) The ADI provides remedial instruction in a timely manner

The examiner will be looking for the effectiveness of remedial instruction, when it is given, the seriousness of the fault and if that timing is appropriate.

(D) The ADI encourages the student to self-analyse

Self-assessment is an important part of effective learning. The examiner will be assessing how well the instructor encourages this. For example, by asking the student to comment on their own progress or why a particular fault may be reoccurring.



5. Gives feedback on performance

(A) Feedback relates to one piece of changeable behaviour at a time

Driving faults are broken down into sub-skills and feedback is given accordingly so that the student is not overwhelmed by complex explanations and practice. For example, if a number of elements of the student's driving need correcting, feedback on each one is addressed and prioritised separately.

(B) Feedback is balanced and appropriate

Both positive and negative aspects of the student's driving behaviour are stated by the instructor. For example, the feedback given is relevant and not too basic or too technical for the student's level of understanding.

(C) Feedback is timely

The timing of the delivery of feedback is assessed by the examiner. The ADI is encouraged to provide feedback as soon as it is safe to do so and can best be considered by the student.

(D) Feedback is given in an effective and supportive manner

The examiner is looking for clear and unambiguous feedback, especially in the case of serious driving faults. The ADI is expected to ensure that the feedback is heard and understood. It is important for student morale that all feedback is delivered in a clear and supportive manner.

6. Imparts information in a clear and concise manner

(A) Information is up to date and accurate

The information given to students during the course of their training must be legal, up to date and accurate. For example, references to the correct use of signals.

(B) Necessary and relevant information is provided

Generally, instruction and information given should relate to the subject matter of the lesson. All necessary information must be provided to meet the student's learning needs. For example, when reversing a car, the student needs to know that direct rear observations are required to ensure that it is safe to proceed.

(C) Level and quality of information is suitable for the phase

The ADI should endeavour to provide information that is suitable to the student's level of skill and understanding. For example, the instructor avoids unnecessary or overly-complex information when teaching a complete beginner.

(D) Language especially necessary jargon, is clear and checked for understanding

The ADI must not assume that technical terms are understood by the student. Jargon should be used sparingly and only after being fully explained to the student. For example, before terms such as 'coasting' are used, they need to be properly explained to the student.



Section C: Management of the lesson

(A) Controls the lesson appropriately

The ADI follows through on the lesson plan or adjusts it to match the student's level of progress. For example, the ADI should give clear and timely directions, adjusting the lesson to match the student's level of skill and understanding.

(B) Demonstrates a concern for safety and customer care

Throughout the lesson the ADI should be mindful of safety and other aspects of customer care such as courtesy and thoughtfulness regarding the concerns or anxiety of the student in relation to the learning to drive process. For example, the ADI checks to see that it is safe before the student opens a door.

(C) Effectiveness

The lesson is carried out in an efficient manner or adapted in such a way that the learner is able to perform the targeted skills in the given time.

(D) Attitude and behaviour of the instructor encourages learning

A careless or indifferent attitude can easily be identified by a student and interferes with the learning process. Being too formal, too informal or failing to respect the student's personal space can also interfere with learning and should be avoided. For example, the ADI should never place their arm over the back of the student's seat.

(E) Establishes instruction priorities for each stage of the lesson

Where more than one learning need occurs, the ADI should prioritise and deal with them in order of importance. For example, when a student is learning to move off, priority may need to be given to developing proper use of the clutch.

(F) Manages time well

The lesson plan or any modification to it, caused by the students learning needs, must normally be completed in the time given. It is also recommended that the ADI uses all the time available to develop the student's skill and understanding.

(G) The student is given adequate time to practice

The ADI allows the student to practice and repeat the skills being covered in any given lesson.

Section D: Overall impression

(A) Lesson wrap-up

All lessons should have a beginning, middle and end. At the end of the lesson, there should be a summary of the main points covered, an assessment of how well the student has performed and a reference to what needs to be done in preparation for the next lesson.

(B) Information given is not misleading, incorrect or unsafe

The information and feedback given must be accurate, safe and reflect current best practice in safe and socially responsible driving skills.



(C) Confidence inspiring

The instructor should be well prepared, competent and confident in delivering the road safety message and skills. For example, the ADI needs to be totally familiar with the training material and layout and operation of the controls in any training vehicle.

(D) Professionalism

The ADI should reflect professionalism by being well presented, prepared and focused on delivering a thoughtful and engaging lesson. A professional ADI would always ensure that training is never interrupted by the use of mobile phones and that EDT logbooks are properly completed.

(E) Safety equipment

The ADI is expected to have normal safety equipment on board the training vehicle, such as first aid kit, red warning triangle, fluorescent jackets, fire extinguisher and where applicable additional mirrors.

(F) Learning environment

The training vehicle should be clean and tidy, comfortable to use with fully operational dual controls.

(G) Learning supports

It is recommended that the ADI makes efficient use of teaching aids such as digital media, visuals, models, reference books, pen and paper to meet the learning needs of the student.

Note:

See the sample Stage 3 report sheet on the next page showing how the competencies above are listed.



