

ASSESSMENT FORM

STAGE 3 GUIDE

A. Planning, Start up and Conduct

1. Setting the learning climate and rapport

[1a] The Candidate ADI (cADI) introduces himself/herself in a courteous and friendly manner

The cADI introduces himself/herself optionally offering a handshake. Confirms name of student. Talk and body language creates positive learning environment and rapport.

[1b] The cADI asks students if there are questions or concerns

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

[1c] The cADI avoids demoralising language and behaviour

At the beginning and throughout 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. Student is encouraged by friendly and courteous conduct of the lesson.

[1d] The cADI emphasises importance of asking questions and being proactive

The cADI states clearly that learning is improved if the student makes sure that he/she understands everything that's said and asks for clarification about instructions and explanations where necessary.

2. Lesson Plan

[2a] The cADI states clearly the lesson subject and sub-skills involved

This involves restating the lesson subject given by the examiner and listing the sub-skills involved. The cADI will have to check back with the student periodically. The cADI will have to explain if the student seems not to understand what's meant or the meaning of the subject e.g meeting, crossing the path of other traffic.

[2b] Lesson covered subject sub-skills

Each subject has a number of essential sub-skills for purposes of teaching. Example: Reverse Parking. In addition to the briefing and explanation, this would include practice in co-ordination of controls, observation and accuracy.

[2c] The cADI checks with student to see all is understood

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

[2d] The cADI establishes base line for lesson

Establish with the student their learning needs for the lesson. The cADI does this through question and answer, example: what was included in last lesson, what the student can do well and not do, what they hope to get out of the lesson, this is done to fine tune and individualise the lesson.

B. Effectiveness of Delivery

3. Matches instruction to learner's ability

[3a] Level of instruction suitable for each stage of learning

This refers to the amount of detail at each stage of the lesson. 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 this is deemed necessary for safety or confidence.

[3b] Range of techniques used as required

The cADI uses different teaching techniques such as explanation, question and answer, demonstration and of course giving practice to the student. The purpose is to respond to different learning styles, 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 arises especially when the student seems not to understand an explanation (such as approaching roundabouts for example).

[3c] Instruction is given in short progressive steps.

This is based on a breakdown of the subject into sub-skills, acknowledging progress as it occurs, and advancing to the next stage.

[3d] Language/attitude is respectful of student's progress

This refers to acknowledging previous learning and progress, being attentive to and following through on students stated needs, eg a cADI should avoid abusive or patronising language.

4. Identifies and analyses driving faults

[4a] Faults demonstrated were identified

The cADI informs the student that a driving fault has occurred. This information is given at an appropriate time. What is being assessed here is the ability of the instructor to recognise that a driving fault has occurred. This is evidenced by informing the student in a clear yet supportive manner.

[4b] The cADI provides safe analysis of repeated faults at appropriate level

Faults are explained. For example, the analysis is provided where it is safe to do so. The extent of analysis (details) depends on the context and experience of the student. Analysis includes outlining the consequences of such faults not only as far as the driving test is concerned, but more importantly, in the larger context of road safety.

[4c] The cADI provides remedial instruction in a timely manner

Here the examiner will be looking for the effectiveness of remedial instruction and when it is given and how appropriate that time is. This will normally depend on the gravity of the fault and when it occurs.

[4d] The cADI encourages student to self-analyse

Self-assessment is an important part of effective learning and the examiner will be assessing how well the instructor encourages this, eg by asking the student to comment on his/her progress and especially to ask why a particular fault occurs.

5. The cADI gives feedback on performance

[5a] Feedback relates to one piece of changeable behaviour at a time

Feedback is given on progress and faults. Errors are broken down into sub-skills and feedback is given accordingly so that the student is not overwhelmed by complex explanations and practice. (Example: in the case of MSM PSL feedback is given relating to signals as part of this routine).

[5b] Feedback is balanced and appropriate

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

[5c] Feedback is timely

The timing of feedback is what is meant here. The cADI is encouraged to provide feedback as soon as it is safe to do so and can best be considered by the student.

[5d] Feedback is given in an effective and supportive manner

The examiner is looking for clear and unambiguous feedback, especially in the case of serious faults. The cADI is expected to ensure that the feedback has been heard and understood. (It is important for learner morale that this clear feedback is provided in a supportive manner).

6. Imparts information in a clear and concise manner

[6a] Information is up to date and accurate

For example, speed limit signs are in kph.

[6b] Necessary and relevant information provided

Generally, instruction and information given should be related to the subject. All necessary information is provided, example: during lessons on 'Controls', all primary controls are identified and explained.

[6c] Level and quality of information is suitable for the phase

The instructor should avoid over-complex instruction and information in phase 1 of the test and over-simplistic information and instruction in phase 2. Amount of detail is suitable for situation.

[6d] Language, especially necessary jargon, is clear and checked for understanding

The cADI must not assume that necessary technical terms are understood by the student. Jargon should be explained and then checked to see that the student understands, example: an explanation of the term 'coasting' should be given.

C. Management of Lesson

[a] Controls lesson appropriately

The cADI follows through on lesson plan or adjusts lesson plan to match the student's progress. Example: throughout each phase the cADI gives clear directions in good time, the cADI follows through on lesson plan, adjusts lesson to match the student's progress.

[b] Demonstrates a concern for safety and customer care

Throughout the lesson the cADI should be mindful of safety and other aspects of customer care such as courtesy and thoughtfulness regarding the fears or concerns of the student that are related to learning how to drive. (Example: the cADI checks to see that it is safe to open the driver's 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 picked up by the learner and interfere with learning. Being too informal, too formal or failing to respect the student's personal space can also interfere with learning and therefore should be avoided. (Example: the cADI should avoid placing his/her arm over the student's seat).

[e] Establishes instruction priorities for each stage of the lesson

This should be clear from the lessons given by the instructor. Example: where more than one learning need occurs, the cADI prioritises and deals with them in order of importance.

[f] Manages time well

The lesson plan and any modification to it, (caused by the students progress or lack of progress) along with the structure of the lesson, must normally be accomplished in the given time.

[g] Student is given adequate time to practice

The cADI allows for repeated practice of a skill developed in the current session.

D. Overall Impression

[a] Lesson wrap-up e.g. summary, assessment, next lesson

All lessons should have a beginning, middle and end. This item refers to how well the end of the lesson is done. There should be a summary of the main points covered, an assessment of how well the student performed, and finally a reference to what needs to be done to prepare for the next lesson.

[b] Information given was not misleading, incorrect or unsafe

Safety and good driving skills are the main concern here. Any information or feedback given should be accurate and safe.

[c] Confidence inspiring

The instructor is well prepared, competent and confident and gives the overall impression of understanding what is required.

[d] Professionalism

The cADI appears professional by being well-presented, prepared and focussed on the lesson, Example: by ensuring all mobile phones are turned off during the lesson.

[e] Safety equipment

The instructor has the normal safety equipment such as first aid kit, red warning triangle, fluorescent jackets, fire extinguisher and where applicable, additional mirrors, etc., available in the training vehicle.

[f] Learning environment

This refers to the condition of the training vehicle, example: clean, comfortable, presence of dual controls.

[g] Learning supports

Teaching aids such as visuals, models, pen and paper, reference books, etc.