

RSA



ADI VOLUNTARY CODE OF PRACTICE



Údarás Um Shábháilteacht Ar Bhóithre
Road Safety Authority

Version 3

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Voluntary Code of Practice

INTRODUCTION

The Minister of Transport made regulations in 2009 making the Road Safety Authority the regulatory body responsible for the driving instruction industry here in Ireland. The work of driving instructors is now regulated insofar as it relates to learner drivers. Driving instructors have passed initial qualification tests and have been awarded Level 6 FETAC Special Purpose awards, all of which relate to their knowledge, skill and teaching ability.

Whilst the RSA has set standards in relation to the initial qualification, and 'ongoing fitness' to be on the register of approved driving instructors, this document attempts to set out standards within which learner drivers can reasonably expect their driving instructors to operate. These standards have been jointly agreed between the ADI Stakeholders' representatives and the RSA and have been updated in light of experience of both ADIs and learner drivers.

It is not intended to be exhaustive or prescriptive but merely attempts to raise awareness of the expectations that the RSA, your colleague ADIs and your customers may have of you.

It has three main headings:

Section 1 looks at: **Personal Conduct,**

Section 2 looks at: **Business Conduct** and

Section 3 looks at: **Lesson Structure.**

Most of the guidance offered is advisory; however, as an accompanying driver, a business man or woman and trainer, there are some legal responsibilities that you must be mindful of.

As already mentioned this document is not exhaustive, and will be reviewed from time to time; the latest version will be available from the RSA website at <http://www.rsa.ie/Utility/Driving-Instructors1/Tools-for-ADIs/>.

ADI's who commit to these standards will benefit from satisfied customers and as such should be able to avoid receiving formal complaints about them and their service. Ultimately a satisfied customer can be a source of future business through 'word of mouth' recommendations. Obviously the opposite is also true if customers are unhappy they can do a tremendous amount of damage to your reputation and business, especially in these times of social media.

ADI's should commit to continuing professional development. In order to stay ahead it is necessary to plan your own continuous development. By keeping up-to-date with both theoretical and technical developments you will be helping to maintain your image and reputation as a professional driving instructor. (see section 2.11)

SECTION 1

PERSONAL CONDUCT

An ADI has many opportunities to portray his/her own professionalism. They need to be aware that customers, their friends, families and sponsors are continuously evaluating the professionalism of their ADI or potential ADI, even though this may not always be obvious.

Be aware that poor driving behaviour does not reflect well on the professional driving instructor at the time - and may leave a lasting negative impression. The RSA has been contacted about some ADIs' driving behaviour and is aware that on occasion people have taken video footage of some very poor examples of driving. On occasion, these videos appear on YouTube or the internet and obviously reflect quite badly on the ADI concerned or their business as well as the profession as a whole. Care should be taken when loaning the vehicle to friends and family so that they too understand the importance of your professional reputation.

Good driving behaviours, including courtesy and consideration, naturally portray an image of professionalism and one where customers may decide they have every confidence; of course, the opposite is also true.

The 9 topics covered here are only a sample of the variety of issues that fall under this heading and the list is not exhaustive. Some issues may carry legal responsibilities, others simply make good sense. By being professional, ADIs will help to improve their own personal standing within their community.

1.1 CUSTOMERS SHOULD AT ALL TIMES BE TREATED WITH RESPECT AND CONSIDERATION.

The ADI's training vehicle is considered his/her place of work and as such it is illegal to smoke inside the vehicle.

Apart from the obvious health issues, any ADI who presents a vehicle smelling of stale smoke or has ash scattered around the ash tray or vehicle shows little consideration for his/her customers.

Training vehicles should make use of the RSA branding guidelines on the display of the ADI logo and should also be clean and well maintained.

1.2 WHEN DELIVERING ANY LESSON, THE ADIs SHOULD TEACH THEIR STUDENTS “BEST PRACTICE” DRIVING SKILLS.

The ADIs should at all times, to the best of their ability, endeavour to teach their customers best practice driving skills according to the RSA’s recommended reading material.

In particular, ADIs should not refer to ‘doing it this way for the driving test and you can revert to your own way once the test has been passed’. Sadly, we still get reports of this type of unprofessional conduct which continues to reflect badly on some individual ADIs and the profession in general.

1.3 ADIs ARE PROFESSIONAL PEOPLE AND SHOULD AT ALL TIMES PRESENT THEMSELVES IN A CLEAN AND TIDY MANNER.

Due to the nature of driver training, an ADI works in a confined space in close proximity to his/her students. As such, the ADI must pay particular attention to the cleanliness of the training vehicle and his/her own personal hygiene. Body odour, a dirty unkempt appearance or bad breath can all distract from an otherwise positive learning experience, as can an untidy or unclean vehicle.

ADIs using RSA facilities and interacting with RSA staff should expect courteous and professional staff and in turn ADIs are also expected to behave in a professional and courteous manner.

Obviously, people have varying standards but the important thing to remember is that ADIs have an opportunity to promote their own business and subsequent reputation.

It is recommended that all ADIs carry at least two hi-viz vests or jackets for emergency use and wear one themselves in appropriate circumstances. In fact, good practice is to carry a vest for each seat in the vehicle (See 1.7 for further information).


This good practice should also be strongly promoted among the learners.

It is recommended that ADIs also carry two emergency warning triangles, for use as appropriate.

1.4 ADIs MUST BE ‘FIT TO DRIVE A VEHICLE’ OR ‘RIDE A MOTORCYCLE’ (AS APPROPRIATE).

Due to the nature of an ADI’s work, he or she will need to drive or ride the vehicle at some stage either before, during or after a lesson. As such, ADIs need to ensure they are ‘fit to drive’ whilst at work. Being ‘fit’ to drive involves, amongst other things, not being under the influence of alcohol, drugs, prescription medication or otherwise impaired, including fatigue.

Apart from being a very poor example to learners, learners will complain if their Instructor or vehicle smells of alcohol.



ADIs are asked to promote the RSA slogan ‘never ever Drink & Drive’ both by word and example.

Please note a conviction for driving under the influence or refusing to provide a specimen will result in the immediate withdrawal of a driving instructor’s permit.

ADIs must inform the RSA if their driving licence is suspended or revoked for any reason.

1.5 THE ADI SHOULD AVOID PHYSICAL CONTACT WITH A CUSTOMER EXCEPT IN AN EMERGENCY OR IN THE NORMAL COURSE OF GREETING.

It is important to respect a student’s personal space. Other than a friendly handshake at the start and finish of the lesson, the ADI should avoid direct physical contact with learners.

This topic can be of concern in any scenario but particularly where a male ADI is giving instruction to a female student or vice versa.

Use a demonstration or verbal instruction to convey your message but on no account should you repeatedly touch a learner, for example, touching hands or knees when showing a learner how to operate controls.

This type of behaviour may be misinterpreted and distract from an otherwise positive learning experience, or worse, result in a formal complaint.

1.6 ADIs WILL AT ALL TIMES BEHAVE IN A PROFESSIONAL MANNER TOWARDS CUSTOMERS.

When giving instruction, the ADI should give his/her customer their undivided attention; this precludes the use of hands-free or Bluetooth devices.


Please refer to the RSA publication ‘Mobile Phones and Driving’ for further information. Good practice is to switch the phone to ‘silent’ or better still, off altogether.

1.7 THE ADI HAS A DUTY OF CARE TO HIS/HER CUSTOMERS

ADIs should ensure that the training vehicle is fit for purpose i.e. clean, roadworthy with dual-controls fitted, and “L plates” used correctly.

It is expected that all ADIs will carry safety equipment in their training vehicles. This should include a fire extinguisher (stored in a safe place e.g. luggage compartment), a first aid kit, warning triangles, fluorescent vests (one for each seat) and where applicable, additional mirrors.

Without such equipment to hand, it would be more difficult to provide care to customers in the event of an emergency. The need for these items in a vehicle should be covered during the ADI’s initial training.



Having a ‘safety first’ attitude should impact positively on your learner’s attitude and behaviour.

In particular, ADIs should avoid having items such as laptops or other training aids loose in the vehicle whilst it is moving. All such items should be safely stowed whilst the vehicle is in motion.

Stationary driving instruction vehicles should always be parked or stopped in accordance with legal requirements and very best practice, e.g. vehicles should not be parked illegally, in ‘hard shoulders’, cycle lanes or left in places that cause inconvenience, distraction or danger to other road users.

The RSA regularly receives complaints from members of the public about poor parking behaviours among some ADIs.

Again, any poor behaviour can reflect badly on the ADI concerned and the profession in general.

Whether entering or exiting the vehicle or getting on or off a motorcycle, particular attention should be paid to the safety of the learner, the sponsor and even yourself as the ADI.

1.8 THE ADI MAY RESERVE THE RIGHT NOT TO OFFER INSTRUCTION TO A PARTICULAR CUSTOMER.

Whilst an ADI has the ultimate right not to offer any lessons, an ADI who decides against giving instruction to a particular customer must not act in any way which contravenes the legislation on discrimination.

ADIs are obliged to avoid exposing their learners to any unduly dangerous situations. In particular, they must avoid danger resulting from a driving lesson being pitched at the wrong level (too advanced for their level of skill and or understanding).


Another example of this is when a learner should not complete an EDT (or any other) lesson when they are clearly not ready to undergo such lessons.

It is most important to establish the baseline for each lesson so that the lesson plan meets the requirements of the learner and maintains their safety insofar as is reasonably practicable. Without establishing the ‘baseline’, a lesson could easily be pitched at the wrong level, impacting on the learner’s progress and may result in dangerous situations arising.

It will also make it difficult to give value for money if lessons are incorrectly pitched.

1.9 ADIs MAY ADVISE CUSTOMERS WHEN TO APPLY FOR THEIR PRACTICAL DRIVING TESTS.

ADIs may (taking into account the customer’s potential for achieving a pass) give advice or guidance to learners on applying for their practical driving test.



In the event of the ADI's decision to withhold the use of the training vehicle for the driving test, the reasons for doing so must be given to the customer in good time so as to avoid loss of the applicant's RSA test fee.

Good notice will help to prevent disappointment and annoyance on the part of your learner, his or her parents or sponsor and help prevent the potential loss of a customer.

The ADI should be punctual for all lessons and be available (if at all possible) to debrief his/her customer after their driving test. This is an integral part of the learning process and the opportunity should not be missed.

Good coaching requires a degree of reality and learners should not be excessively praised for progress that in reality has not taken place.

Learners generally respond well to balanced and timely feedback and have a stronger degree of confidence in their ADI when they feel they are being fully and honestly appraised. Naturally, this has to be balanced with a degree of confidence-boosting measures to help with motivation when required.

The RSA also receives complaints from learners who feel let down when their ADI does not attend for the lesson at the agreed lesson appointment time. Whilst on occasion an unforeseen event may happen, repeated occurrences leave learners feeling aggrieved and those feelings can themselves become a barrier to good learning or loss of a customer.

"Quality means doing it right when no one is looking."

– Henry Ford

SECTION 2

BUSINESS CONDUCT

There can be many legal requirements and obligations associated with providing a service. ADIs should be aware of those requirements, not just in terms of the law but also in relation to how their business is viewed by their customers. The 11 topics listed here cover some of the operational issues that ADIs deal with every day of the week.

It should be remembered that customers may consider these and other topics when deciding whether or not to book further lessons, or recommend their ADI to friends.

It should also be noted that the RSA is strongly encouraging learners to consider not only the price but also the professionalism of their ADI. We suggest they seek a recommendation from a friend and check that their chosen ADI is committed to the following standards. We advise that by doing this it will help them find an ADI with whom they are most likely to succeed.

2.1 THE ADI MUST DISPLAY HIS/HER ADI PERMIT SO AS TO BE CLEARLY SEEN BY THE CUSTOMER THROUGHOUT THE LESSON.

It is an offence not to display the ADI permit on/in the vehicle in such a way that the face of the card is clearly visible to the driver under instruction. Many ADIs make a special effort to point this out and show their students. This, in turn, improves awareness of the ADI scheme and promotes the use of qualified ADIs. Motorcycle instructors must have their permit available for inspection by either the student or an authorised person (Garda or RSA officer) on request.

In all cases, ADIs are also issued with the smaller ID card which should be routinely offered to all customers to confirm registration. By encouraging customers to check it, they will be less concerned when you ask to see their learner permit at each lesson.

2.2 THE ADVERTISING OF DRIVING INSTRUCTION WILL BE HONEST.

Advertising that refers to customers' pass rates should not be open to misinterpretation and the basis on which the calculation is made should be made clear.

All claims made must be capable of verification and shall comply with codes of practice set down by the Advertising Standards Authority for Ireland; see www.asai.ie for further information.

The National Consumer Agency (NCA) has become involved in a number of cases where the service provided by a particular ADI has fallen short of not only professional standards, but possibly even legal obligations.

As the provider of a service, an ADI is subject to all relevant legislation including the Sale of Goods and Services Act.


A registered ADI using the RSA ADI Logo must comply with the 'Branding guidelines' sent out with the permit. Copies of the guidelines are available from the Driver Education Section of the RSA in Ballina, Co Mayo. Telephone: 096 25000 or email: adi@rsa.ie, on request.

Many ADIs use the ADI branding on the outside of their vehicles to promote their professionalism and public awareness of the ADI scheme. Remember, it lets people know you are a professional driving instructor and that as previously mentioned, they will be expecting you to drive and behave like one.

2.3 FINANCIAL DEALINGS WILL BE HONEST AND TRANSPARENT.

ADIs will clearly state the cost and duration of lessons at the start of the training Programme; any changes should normally be flagged in good time to allow customers to be prepared.

ADIs will safeguard and account for any monies paid in advance by the customer in respect of driving lessons and will make the details available to the customer on request.



The terms under which cancellation by either party may take place must also be fully explained.

Many complaints are received from members of the public particularly in relation to advance payments.

Best practice includes the use of either a receipt or an appointment card that can also act as a record of payments.

Policies on fees, refunds, length of lessons, and other terms and conditions should always be made available to customers in writing and via your website (if any).

Using an appointment card affords you the opportunity to discuss the card and how it works, along with your terms and conditions of business. Make sure your learners bring their card along to each lesson as it will act as a reminder, not only of the date and time but also of the type of lesson (EDT or non-EDT) and what topics will be covered along with any preparatory work that they should be doing.

As a business owner an ADI can set any terms and conditions (which are lawful) to their service, however these terms and conditions must be legal and should be clearly set out and available to customers before they book driving lessons.

2.4 THE ADI MUST CHECK A CUSTOMER'S ENTITLEMENT TO DRIVE THE VEHICLE.

ADIs must check and record the validity of the customer's learner permit or driving licence (as applicable). EDT & IBT logbooks contains sections for recording that these checks have been made and must be completed.


ADIs should make certain that the learner brings his/her learner permit with them on each lesson. This is a legal requirement and receipts are not acceptable.

When presenting a customer for the practical driving test, the ADI should ensure that the learner has all the necessary documentation and that it is valid to enable him/her to take the test. Remember to check that the vehicle being presented is in a roadworthy condition. This will help reduce the number of cancelled driving tests, reduce the waiting times and avoid inconvenience/ annoyance for your student and the RSA. ADIs who routinely use the Final Checks document report very few instances where a learner's test is not conducted.

Learners are likely to question their ADI's professionalism when they attend for a practical driving test only to learn that their learner permit is out-of-date. While this is also the learner's responsibility, it reflects poorly on both the learner and the professionalism of the ADI.

Under no circumstances should learners in Vehicle Categories B, C, D, CE or the sub-categories be allowed to drive the vehicle without the ADI being inside it and maintaining proper control and supervision.

From time to time, the RSA receives reports that some ADIs have been allowing learners to travel to or from the driving test centre in the ADI's vehicle whilst unaccompanied; this is potentially dangerous and against the law.



For Motorcycle ADIs - following the introduction of Initial Basic Training (IBT), a learner may not ride his or her motorcycle unless they have completed all modules of their IBT course and are in possession of their Certificate of Satisfactory completion for the category of motorcycle being driven or are under the direct radio control of the IBT trainer who is following them on a motorcycle.

2.5 EACH ADI HAS A RESPONSIBILITY FOR ROAD SAFETY.

While each professional ADI is expected to teach best practice driving skills, they must be seen to practice what they preach.

As a professional driver, every ADI can encourage care, courtesy and consideration on our roads. In this business, decisions on safety must always take precedence over financial gain.

As such, ADIs must always take the time to properly evaluate learners before giving the next lesson, whether a standard lesson an EDT or IBT lesson, or before making their training vehicle available for hire for the purposes of taking a practical driving test.

In addition to cars, this is especially important for the use of motorcycles and large vehicles such as trucks or buses.

2.6 ADI'S MUST COMPLY WITH THE BRANDING GUIDELINES WHEN USING ANY ADI BRAND.

Each ADI on the register of Approved Driving Instructors may use the RSA/ADI logo, provided they meet the branding guidelines.

For example, where the ADI logo appears on a vehicle, the ADI permit number must also be clearly visible.

In the case of multiple ADIs sharing a training vehicle, each ADI should be supplied with copies of their permit number on magnetic strips which can be applied to metal-bodied vehicles during lessons and removed afterwards.


For further information, please refer to RSA/ADI Branding Guidelines provided with your permit.

Copies of the guidelines are available from the Driver Education Section of the RSA in Ballina on request.

2.7 TRAINING ROUTES.

ADIs should avoid using test routes for driving lessons. In particular, using official test routes can interfere with the efficient conduct of a practical driving test and can contribute a great deal of annoyance on the part of the local residents.

The RSA is regularly contacted by residents or their associations complaining of continuous and sometimes unsafe use of the road networks in their area.



Learners will benefit from a wide and varied experience of driving situations and should not need to become familiar with test routes. RSA Examiners report that familiarity often adversely affects a candidate's performance during the test.

On occasion, applicants park up their vehicle and then ask the driver tester 'do you want me to do a turnabout here?', saying "my driving instructor always does it here". A candidate then asked to drive on without doing a turnabout can become distracted which, in turn, may then affect their driving performance and even ultimately their test result.

2.8 COMPLAINTS

From time to time, the RSA receives complaints about ADIs from learners (often an ADI's own customers).

Complaints can, amongst other reasons, be about conduct, including offensive language or other actions such as;


- Smoking in the training vehicle.
- Not clearly explaining the importance of completing the Sponsors and the learners Self Analysis sections.
- Taking payments in advance and then turning up late for pre-arranged lessons.
- Taking payments in advance and not turning up for the lesson at all.
- Not telling their learner what type of lesson their next appointment will be (EDT or non-EDT).
- Not handing over the logbook to the learner for them to hold – this leads to confusion on its use for learners and sponsors.
- Making and receiving phone calls or dealing with text messages during lessons.
- Not providing detailed feedback both verbally and in writing.
- Imposing Terms & Conditions that were not previously clearly setout, explained, or available on websites, appointment cards or information packs.

By being pro-active in relation to quality customer care, many of these complaints should never arise; however where they do, they must be addressed.

As regulator, the RSA has a duty to investigate such complaints and we attempt to resolve them. In order to deal fairly with such complaints, we firstly ask the person making a complaint if they wish to formally pursue the matter and inform them that this may lead to their details being provided to the ADI (as a matter of due process).

If they decide to proceed, we then write to the ADI informing them of the nature of any complaint and requesting a written response.

Often these issues can be dealt with quickly, and when possible, this avoids making matters worse.



If, however, the matter cannot be resolved at that stage, the RSA may inform an external agency (if appropriate) or convene an ADI advisory panel to consider the matter and advise the authority how to proceed. This process attempts to deal with legitimate concerns and also protect the rights of both ADIs and the person complaining.

Quality customer care requires that a prompt response is made to all requests for information, whether by a learner, the RSA, or another interested person; this is particularly important when dealing with complaints.

2.9 INSURANCE

ADIs must ensure that they hold and maintain Motor Insurance in accordance with relevant legislation.

ADIs will fully cover the customer's driving of their vehicle or driving school vehicles, whether for the purpose of driver training or undergoing practical driving test.

ADIs will check a customer's insurance to see that they are properly covered for the purpose of driver training and or undergoing a practical driving test.

Check with your company to make sure you have professional indemnity insurance which will help to protect you in the event of a claim against you for unprofessional or negligent conduct. Some insurers include this cover as standard, others may not.

2.10 DATA PROTECTION

Customers' privacy can easily be compromised by simple things such as inadvertently leaving an open diary down in your vehicle.

Since the commencement of mandatory training under either the EDT or IBT programmes, the issue of data protection has come more sharply into focus.

The right to privacy is a fundamental one and like all professionals, ADIs need to ensure they are compliant.

For that reason, you are urged to make sure you know and understand your obligations so that you can protect yourself from any difficulties.

Many of the requirements are simple to comply with and are often just plain old common sense. However, you can inform yourself by visiting <https://www.dataprotection.ie/viewdoc.asp?DocID=4>



2.11 CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

Like all professionals, ADIs need to keep up-to-date with best practice and new developments affecting their industry and customers.

Basic advice on developing a personal CPD plan is set out in Chapter 2 (2.3.1) of the RSA's Driving Instructors Handbook and Appendix H gives an example of how you might approach developing your own CPD plan.

The ADI Stakeholders' Forum is in discussion with the RSA about developing proposals for CPD for Driving Instructors and how it can be used to further develop professionalism in the industry.

"...there are people who try to look as if they are doing a good and thorough job, and then there are the people who actually damn well do it, for its own sake."

– John D. MacDonald

SECTION 3

LESSON STRUCTURE

Each lesson should be prepared before the session begins and should broadly follow a structure typically based on the competencies outlined in your RSA/ADI Check Test report. The lesson should be structured so as to have a beginning, a middle and an end, and should follow the general guidelines below.

This section includes 10 topics all related to the structure of a driving lesson. These standards relate to how a driving lesson should be structured and have been developed in conjunction with representatives of the ADI Stakeholders' Forum.

3.1 THE LESSON SHOULD BE SET UP IN A COURTEOUS MANNER, WITH A FRIENDLY INTRODUCTION AND AN EMPHASIS ON THE STUDENT BEING PRO-ACTIVE.

The introduction should include a briefing on the day's lesson plan and objectives; this will help learners to focus on the task at hand.

The introduction must include establishing the baseline for the lesson and an assessment of a learner's fitness and readiness to complete the planned lesson. This is particularly important when planning EDT lessons.

IMPORTANT NOTE: Receipts for an application relating to a learner permit or driving licence are not acceptable for driving lessons.

Learners must be in possession of their learner permit and or driving licence as appropriate and ADIs are tasked with checking the detail prior to each lesson starting, to ensure the permit or licence remains valid.

3.2 THE LESSON PLAN SHOULD BE CLEARLY STATED AT THE START OF THE LESSON AND THIS LESSON SHOULD NORMALLY BE COVERED IN FULL, ENSURING THAT THE LEARNER UNDERSTANDS ALL THE INFORMATION GIVEN.


When outlining the lesson plan at the start, it should also include a recap on the previous lesson, including a reminder of what was done well, and what needed further practice/attention.

For a number of reasons, it is not always possible to complete lesson plans. However, learners should clearly understand what has been achieved and what remains to be achieved at the end of each lesson.

Any follow-on lesson should generally continue on from that point.

3.3 THE LEVEL OF ON-GOING INSTRUCTION/COACHING USED MUST SUIT THE LEARNER'S ABILITY AND INDIVIDUAL LEARNING STYLE.

It is important not to 'over' or 'under' challenge a learner. Doing so may either become a barrier to good learning. Learners can become distracted by being overloaded, they can also become disengaged by not being challenged enough; they may feel that they are being held back by their instructor and may move on to another ADI.



Time spent preparing the lesson plans in advance will help ADIs to avoid these pitfalls.

Using a range of teaching techniques helps learners to remain engaged and interested in the lesson. It can also help to try an alternative approach/technique when someone is struggling with a particular topic.

3.4 FAULTS IN A STUDENT'S DRIVING SHOULD BE IDENTIFIED, ANALYSED AND CORRECTED IN A SAFE AND TIMELY MANNER, ENCOURAGING WHERE POSSIBLE A STUDENT TO SELF-ANALYSE.

Self-analysis is an important part of the process and should be used by the ADI to support the learning process.

The most successful learning outcomes take place when learners are actively analysing their own performance.

It has been seen that learners generally place the same importance and emphasis on self-analysis as their ADI does. For example, some ADIs report no difficulty in getting their learners to engage in this practice whilst others say 'it is very difficult' However, where it is routinely integrated into each and every driving lesson, it becomes normal practice and learners become accustomed to doing it.


ADIs can help their learners by ensuring they know how to 'LEARN TO DRIVE' (not just how to drive).

3.5 FEEDBACK FOR ANY PIECE OF CHANGEABLE BEHAVIOUR SHOULD BE GIVEN IN A BALANCED, TIMELY, EFFECTIVE, AND SUPPORTIVE MANNER.

Providing accurate feedback is essential so that your learner understands how well he or she is doing. This includes verbal and written feedback when required.

Learners can easily become offended by receiving inaccurate feedback – they generally know how well they are, or are not doing, and giving feedback which is supportive yet a true reflection of their performance helps a learner to take their ADI more seriously. (For further advice, see Chapter 7 of the RSA Driving Instructors' Handbook).

Feedback includes written feedback required under the mandatory training schemes including EDT & IBT. The feedback provided is both an opportunity to guide learners as well as protect ADI's. By simply writing comments such as 'Good' into a logbook, it could be taken that you are passing on a professional judgment that no improvement is required.



The logbook should contain honest and meaningful feedback and should not be a surprise to the learner or anyone else reading it. Sponsors will be guided by your comments so in the interests of road safety and helping your customer - make the feedback count.

3.6 ALL NECESSARY INFORMATION FOR THE LESSON SHOULD BE PROVIDED.

This information should be accurate, up-to-date, and suitable for the student's stage of learning, with all jargon used being checked for understanding.

Using plain language may be particularly necessary when helping foreign nationals or learners with a particular learning style to learn to drive.

3.7 ALL DIRECTIONS SHOULD BE GIVEN CLEARLY AND IN GOOD TIME WHILE SHOWING A CONCERN FOR THE SAFETY OF ALL ROAD USERS.

Learners should be given time to practise each new skill in the given time. Allowing for any possible changes, a student should normally be able to perform the skills targeted in the original lesson plan by the end of the lesson.

Be aware that both a training and lesson plan may need be adjusted to suit an individual learner's rate of progress.

3.8 A COMPLETE LESSON 'WRAP-UP' SHOULD BE CARRIED OUT AT THE END OF EACH LESSON.

For mandatory lessons such as IBT or EDT, this includes providing verbal and written feedback on the lesson just completed. It also involves setting out the learner's 'next steps' including what is needed to be ready for the next mandatory lesson.

Completing the various sections of the logbooks is part of the service to the customer. Each learner has not only a need but a right to have their logbook fully completed as it acts as a tool to support their learning.

At the end of each lesson, it can be helpful to evaluate your own performance as an ADI by asking yourself questions such as what new knowledge or skills has the student learned? Did I respond to their learning needs today? What worked well? What did not work so well?

Asking these questions will assist ADIs to hone their own skills for their own benefit and that of their customers.



3.9 THE VEHICLE USED SHOULD BE CLEAN, FIT FOR PURPOSE AND CARRY SAFETY EQUIPMENT AND LEARNING SUPPORTS.

The way driving instructors present themselves and their vehicle for the lesson reflects on their professionalism and the company he / she is representing. ADIs are in an extremely influential position and can easily instill 'best practice' in their learners without even knowing it. As a professional, an ADI is expected to lead by example.

3.10 ADIs SHOULD KEEP PROPER RECORDS COVERING THEIR ACTIVITIES.

All driving instructors should familiarise themselves with the regulations and their obligations under the 'data protection act' relating to the storage of data or information relating to their customers and others including

As mentioned above, this includes making entries on relevant logbooks, appointment cards, 'certificates of satisfactory completion' (IBT), as required to do so. This also includes up-loading lesson records via the RSA's ADI portal to ensure their customers' lesson records are accurate and up-to-date.

The RSA receives a number of complaints because some ADIs are slow to up-load their records. Remember, your customer knows how long it is taking as they have access to the learner's portal to check for themselves.

Delays can prevent their practical driving tests being scheduled and again can reflect poorly on an individual ADI or his/her employer.

These guidelines are not exhaustive but rather are an outline of a typical lesson structure. By following the outline and adapting the lesson plan to suit individuals, ADIs will not only be seen to be consistent and well organised, but more importantly, professional.

Developing a reputation for professionalism can be the key to success, whatever the economic circumstances.



PLAN TO SUCCEED

A familiar saying refers to the 5 **P**'s- **P**rior **P**lanning **P**revents **P**oor **P**erformance

Professional driving instructors work with the learners to agree an outline training plan which among other factors takes into account prior experience, any special needs and any cultural factors. They encourage learners to take responsibility for their own learning. They seek to agree individual lesson plans with clear learning objectives, explain how they intend to monitor progress during the programme of learning and agree the details of the learning plan with their learners.

Developing individual training plans includes evaluating the range of prior learning which a learner may have experienced e.g. simulators, off-road driving/riding and the way in which they may affect the learner's readiness to learn. It also considers the range of special needs a learner may present and their implications for driving or riding.

BE FLEXIBLE

The most successful ADI's adapt the programme of teaching and individual lesson plans when appropriate and where relevant. They define ways of working with Sponsors to gain maximum benefit from their involvement.

Good tutors understand the limits of their own competence and when they should transfer a particular learner to a teacher with specialist knowledge, e.g. disabled driving, sign-language etc.

"If you think a professional is expensive, wait 'til you try an amateur."

– Paul “Red” Adair



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Working To Save Lives

Údarás Um Shabháilteacht Ar Bhóithre **Road Safety Authority**

An Rannóg Oideachas do Thiománaithe,
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