

ENCOURAGING REFLECTION, FEEDBACK AND RESPONSIBILITIES.

SELF STUDY MATERIAL / VIA RESOURCES HUB.

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Effective Questioning:

Use of “**effective questioning techniques**” is useful in any industry, and as for driver training, is a great way to build relationships, remove any barriers in learning and understand a client’s need.

Different questioning techniques evaluate understanding, knowledge builds rapport with learners putting them at ease, thus a trainer can benefit by asking such questions to gain a starting point, in which the lesson should start.

Avoid overloading the learner with too many questions, and those that are far too out of reach for their level of experience, it is common for them to feel incapable, this will only be likely to distract and demotivate them from the learning process.

Questioning driving faults: Encourage learners to think about their actions and behaviors, and avoid the “telling method”, as this does not allow them to think or reflect on their performance standards, or what else they could have done differently. Encourage them to analyze and take a degree of accountability and responsibility for what didn’t go well, by bringing their behavioral faults into discussion in a constructive manner. This will only achieve better results, for you and your learners, and achieve better outcomes should they be given time to reflect. As a **trainer or coach**, you should be able to recognise different emotions, barriers to learning and general obstacles that they may find difficult to overcome by observing body language, tone of voice. Recognising and solving these obstacles are important in the context of any training for any learner to provide opportunities to enhance better choices and growth. This will enable learners to equip a safer learning environment and drive safely.

Even watching body language, from eyes, sweaty palms of the hands, or gripping the steering wheel, and less assertive behaviors are good enough reasons to adapt the lesson plan if both trainer and client agree.

SBI:

SBI Fault Identification/Managing Risk

More on the SBI model can be found on the Resources Hub.

- **Situation: Driver Fault Identification/:** (Feedback and reflection). Encourage the What, Where and Why method.
- **Behavior: Analysis and Feedback:** Learners should be encouraged to explain what they did or how they were feeling, (specifics). (Observed Behavior).
- **Impact: Risk and Build** (Encourage learner to consider the risks, build a plan of action in discussion for better impact).

Safety and critical incidents, this is about an incident where the driving instructor had to intervene to keep the vehicle and environment safe. It is crucial that when intervention is required, that it is discussed with the learner at a suitable time and place, not to

compromise any further risk exposure to others. It is important for them to know what, what was observed, and the consequences. It is also important the instructor coach provides feedback to understand what they; the learner could have done differently to gain a better understanding to have a greater impact on their learning outcomes.

Analysis and feedback: (SBI model)

Allow the student to re-think the driving fault through which had taken place. This is known as the “**situation**”, and why the fault occurred initially. In this instance a driving instructor **should** know and be able to identify the fault before initiating any discussion or analysis. Explore the route cause, and this is where your questioning techniques will play a big part. Look for answers like those shown below.

1. My friend told me it was safe
2. I was watching mum/dad etc.
3. I thought that was the way it was done
4. I was looking to long instead of glancing
5. I was driving a different vehicle and are not used to the dimensions of this car

Risk and Build:

This is where you allow the learner to accept and take responsibility within their capabilities, known as shared responsibility for what they can do alone, and what they may struggle with, is what you, the trainer/coach will take that role to reduce risk exposure.

6. The Remedy/Practical:
This is where a solution is evident by using a range of teaching techniques.

This guide looks at some of those tools in simple terms.

Training and Test Preparation:

Choose a pupil who is keen to learn and has an interest in learning to drive.

Lesson Planning - and Creating Opportunities for Learning

- The lesson in turn should have plenty of opportunities for the student to work towards their goals, addressing any learning points and exploring their thoughts and **feelings** towards the goal that is yet to be achieved.

The Goal and Development:

Setting the scene, objectives, and goals for that lesson:



1. Agreed development points from previous lesson findings (Goal)
2. Explore where they are now currently, and where they would like to be in their learning process by the end of that lesson (measurable)
3. What will you teach (subject matter)
4. Who are you teaching (know your student and their capabilities or explore by checking their understanding with some simple questions in the beginning of the lesson to find a starting point).
5. How will you teach it? Agree with their preferred learning method/style. (**Avoid being instructor led**).
6. Do they understand, have they had any driving experience? What experience exactly? and who with? (Check throughout the lesson, feedback, review and progress?)
7. How will responsibilities be discussed during the initial recap? (*Remember, we are not briefing a lesson, a recap only is required on the ADI 3 exam*).

For example, if your learner states that their confident with checking mirrors in general and signaling to give intent, and has shown a greater understanding of safe road positioning throughout his/her lessons, lacks confidence on changing through the gears and speed control; when approaching junctions to turn left or right, and are making an incorrect assessment of parked vehicles double parked nearby junctions by getting to close when turning in. It is quite possible that the reason for the inaccurate space could be the fact they haven't reduced their speed or selected the appropriate gear in time to make the turn in a timely manner, which in turn is likely to cause them to delay straightening the steering wheel in time. So, the goal and objective here would not necessarily be observations or steering control. In this case it would be speed control on approach, as the main cause for getting to close due to bringing speed down to late, so therefore less control over the steering.

Having worked with your students to remedy this to good effect, it is likely that they will have more time to assess and plan their approach to junctions giving them time to steer and create space composure around them and other vehicles by making better decisions for themselves independently.

Commonly, identifying the correct fault is often missed, and assumed of another fault which was never the case, otherwise known as “incorrect analysis”, and therefore the learner will not achieve the required remedy for the said driving fault, and is likely to make the same fault it again meaning the learner and instructor had not managed the risk.

Working with your student and understanding their faults can at times prove to be a challenge for many, including those coming into the industry as newly ADI’s.

I would say talking from experience that it can be imperative to understand what the learner is there wanting to achieve, considering the need and skill required to achieve the said goal. This makes it easier to agree who will be responsible for what, and when. For example, mirrors, signaling and observations can be often carried out safely and to good effect as speed control is something that should be agreed and managed between trainer and learner, if this is the need, for where, when, and how it will be managed. (This is known as shared responsibility)

This reduces the likelihood of common errors that learners will make, particularly in the early stages of learning, and increases support and moral through actively listening to what a learner tells you during the start of the lesson introduction. However, it should not be assumed that they are able to do this safely without your support.

To ensure that they can carry out safe driving practices, it is essential that you question their ability, experiences and how confident they are, as this will help them reach their full potential.

As suggested previously in this guide, adapting the **Lesson Plan** proves to be a weakness in many trainees ability to coach, and is responsible for around 65% of Part 3 and SC fails in the UK each year.

The simple fact is that it is understood that trainee and experienced ADI’s score low in this competency due to no flexibility in their approach to training, and to help the learner work towards a new goal often goes amiss and often continues with the original agreed lesson goals at the start. Or, adapts the plan or forgets to come back to the original goal once. This often means the goal was not earned to it’s full potential or not achieved. *Scoring low scores, such as 2’s or 1’s on the competence sheet used by the examiner on test, often results in other areas failing to reach the standard.*

“I think it is fair to say that having worked with many new PDI’s coming into the industry that many hours go’s in to thinking, planning and understanding who they will take to their ADI 3 test. and what route will be considered.

However, it seems not much planning goes into how they can, or when they could use an opportunity to change the original goal when necessary.

1. Get to know your student (Rapport)
Strengths and weaknesses, concerns, and feelings, likes and dislikes etc.
2. Find out what they know
Establish what they took from previous learning experiences. Establish their knowledge and understanding. Find out what they had taken away from previous learning, experiences and ensure the content you decide to teach fits chronologically with the previous learning experience.
3. Decide (agree) what the aim and objectives are for the lesson
Keep it simple, realistic and intuitive, break learning down into small bite-size steps, and what is to be achieved, and how it will be achieved and at which level the lesson would be pitched.
4. Focus on the reality
One issue I find with having a plan, is what happens in a lesson isn't always what happens. Be open for change, adapt if needed, lesson goals/plans will never go away, so you can always come back to them.
5. Keep the objective simple
Too many objectives and activities can be overwhelming at times. You may find yourself covering too much on a single lesson. (Over-planning generally leads to under learning.

The GROW Model

This section is on page 1 of the learning resources hub, where you can find useful information on a step-by-step guide in to how to GROW with your students.

Ask yourself?

What do they want from the lesson, (GOAL) how will they achieve it, (REALITY) how will you get them there, (OPTIONS) how will they feel once they have reached their goal, (WILL) agree a route, ensure the route has plenty of opportunities for learning that fits with their goals and needs. Consider how much time is needed, (be realistic) and always be prepared to adapt the lesson plan to help them work towards a new GOAL.

This is a common reason that the ADI 3 test has such a low pass rate!

Focus on learning

Too often, lesson planning begins without focus on the learning, planning without considering where learners are within their learning process is risky business and does not often examine the bigger picture.

The solution

Explore what may work, when and how. This part is about moving your learner - forwards and finding a solution that works for them.

• Don't try and do everything!

You may be experienced in driver training, or have little or no experience if any, or obtained a trainee license to gain the relevant experience needed to become more confident and skilled in the “trade” of driving instruction.

There is a lot to learn even still, it's better to focus on one or two elements that your learner wishes to practice and refine in their lesson, than try to cram in everything. This does not mean that if you're working on an agreed goal, and therefore your student commits another driving fault on the agreed route that you should ignore it!

Be prepared to change the goal, target the specific behaviors and work towards the new goal meeting their every needs. Failing to adapt the lesson plan where there's evidently a need, could lead to misleading learning outcomes and increase risk not just short, but in the long term, and not achieve the ADI 3 result that you hoped for.

Where a driving fault is evident it can be sometimes a good idea to link the original goal with this secondary fault refining the small-step-method which is easier and accomplishable. For some learners, they will find it easier to merge the two faults with one fault than treat them separately. This may not be possible all the time, but in many cases, it can work well, and is easier to achieve to goal. This makes target learning easier and broken down into small steps interlinking the two known as the “small step method”.

So for example if your student has agreed at the start of the lesson that you are to support them with effective use of mirrors, approaching and leaving major roundabouts, and through basic questioning techniques - it comes to light they are unsure of the speed limit on the road they currently driving on, as they exit the roundabout, you could agree that as many speed limit signs are commonly placed nearby junctions that you could merge these two as part of one goal making it more specific, proactive and easier for them. meaning less work from trainer! This is called the Small-Step-Method, this now becomes “effective observations” as this can be the theme for mirrors and looking out for signs consolidated into one goal.

If we miss our mirrors - what are the consequences? likewise if we miss a speed limit sign due to ineffective observations what are the consequences? Here, you will notice that although mirrors and signs aren't the same, they both effectively have the same consequences.

The only thing that sets these two objectives apart, (above) is that one you could crash into something, and the other gives you less time to break or steer, therefore you're still likely to crash! (Same outcome). Keep it as simple as possible, as too much information could be overwhelming and lead to failure!

GROW/SMART Goals:

Specific, have a goal that is specific, to the point and achievable. For example, if you have a client who has some weaknesses with mirrors, find out which, when and why they feel they have this weakness. This is very specific!

Measurable, how measurable is this, for example what are they measuring against, previous learning, scaling or the here and now, and where they wish to be realistically.

Achievable, is it achievable? Are there enough opportunities to reach the goal, is it realistic, too easy or too hard to complete? Have you looked at the current situation and do you have the necessary skills and tools to achieve the goal.

Realistic, is the goal relevant to your situation, are you the right person to achieve it, and with the right person to help and support you towards this goal? Is this goal unrealistic?

Time-bound, assign a start and end to this goal, when will you start, what will you include in this to make the goal meet its deadline. Think about what you can do today, tomorrow, next month to achieve the goal.

- Choose a reliable student who you know will not let you down on the day, however it can be a good idea to have a backup student in the event that you are no longer able to take your first choice!
- If you have to rely on an alternate student in the event of your first choice of student's absence in the event of unforeseen circumstances, it can be a good idea to explore their goals and specific needs before sitting the SC rather than taking a student you no nothing about!
- Briefing at the start should take no longer than 3 minutes. Beforehand, ensure that you introduce student to assessor sat in the back. (No shaking of hands). Some Covid restrictions are still in place, although very relaxed. Once in the car, ensure ventilation is kept and that your student is familiar with the hand controls.

In-car training

GROW

Based on SMART objectives:

Ensure the lesson is structured with agreeing all points, having a structure will help, i.e. the G.R.O.W model. (Goal, Reality, Options and Will).

Keep to timings, agree route, targeted features if any, and specific objectives to be reached, keep it simple, offer feedback and review through-out, praise when it's due, inspire confidence as this motivates, as we may well know when we are praised by our peers, people around us and colleagues. Vary your style to suit, support, and show empathy if or when needed, don't be rigid with agreed goals, as you may need to change the plan at any time. Remember not everything goes according to plan!

Adopting a client centered approach

By asking questions like those below, you're creating effective questions that looks at the thoughts and feelings of the student that encourage them to explain their specific requirements or needs, therefore it puts them at the heart of the learning experience and therefore will lead to a **more relaxed style of coaching** training approach. Questions you could use to start a coaching conversation:

- How would you like me to help you today?
- What have we agreed?
- How much help do you think you will need?
- At which level shall I introduce coaching or instruction?
- How much time is needed?
- How would you measure success?
- What does success look like to you?

It is understood that many trainers, experienced and the inexperienced believe that asking questions, or best known as Q&A is a client centered approach, do not be fooled...! However, questions like above where the trainer does not dictate what will happen and instead looks at one's feelings and emotions and accommodates them by allowing the learner to make their own decisions is really about putting the client at the very heart of the learning experience. Learners should not be able to dictate what they want to do, or how, instead it's about the trainer working with the learner to meet their every "need", rather than "a want".

Coaching and instruction have differences. A learner in the early stages is likely to need guiding and instruction. As learners become more advanced a trainer must be able to recognise this and so decrease the level of instruction.

The differences are that questions and answers are great to checking ones understanding, and can be a useful tool to manage risk as we highlighted in the Risk Management section of this guide.

Meanwhile there is further confusion by a "need and a want", and to say the least, this does not constitute of a "want strategy", however it is what is required that will meet their long-term needs and goals. Skill is our focus, not the lesson subject!

For example, I always want chocolate late at night, but just because "I want this and right now", does not mean I need this right now. My thoughts are creating the craving, but my feelings are telling me that if I have chocolate late at night it will only affect my weight gain and keep me up all night due to passive sugar in-take.

This example above links to driving in many ways. So, if a learner states that they want to do a little motorway practice and only 4 lessons in, as a very newly novice driver with no or very little experience, this is a “want”, not a need! A “need” would be what steps they **need** to take to get there, i.e. the journey, as mentioned earlier in the heading, SMART Goals. Think of it as a journey in their learning process.

Most learning is done in small, measurable steps, and in a manageable way that suits. Any steps that are too ambiguous, or out of the learners’ comfort zone will lead to discomfort, uneasy and increase risk.

Keep it Small and Simple! (KISS)

1. **Agree level of instruction at the start, often this is done during the recap. Clarify what had been agreed from previous learning or outcomes, again as the learner starts making progress within their own development, you may want to reduce the amount of instruction needed or encourage them to think more about their own actions.**

Below are some techniques used to aid the learner to achieve better outcomes.

1. Talk through (fully guided)
2. Prompting skills
3. Demonstration techniques
4. Visual learning
5. Other learning resources
6. Home study

Remember that we are all different in many ways, and different things work for different people. A good coach recognises this and can adapt around others specific needs. Some learners are passive, whilst some are reflective, and a few need a little time in short to think about what they will do, and how they will do it. Reflective learners may require even more time at home to sit and digest.

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