Driver & Vehicle Agency

YOUR GUIDE TO BECOMING AN APPROVED DRIVING INSTRUCTOR (ADI) & INFORMATION MANUAL

Safer Drivers, Safer Vehicles

An Agency within the Department for Infrastructure
www.infrastructure-ni.gov.uk
Gníomhaireacht laistigh den Roinn Bonneagair
An Agency wi'in the Depairtment fur Infrastructure

Approved Driving Instructors (ADIs)

Please note this is not an exhaustive guide, additional advice and information can be found in one or more of the publications contained in 'Recommended Reading List' at Annex 1.

Contents	Page
1. Introduction	**4**
ADI Responsibilities	**4**
ADI Qualifying Process	**5**
Fees	**6**
2. Examination Process	**6**
Application	**6**
Candidates who hold a medically-restricted licence	**7**
The Theory Test (Part1)	**7**
• Multiple Choice	8
• Hazard Perception	8
• Result	8
The Test of Driving Ability (Part 2)	**9**
• The Eyesight Test	9
• Safety Questions	9
• Practical test of Driving Ability	9
• Independent Driving	10
• Manoeuvres	10
• Eco-safe Driving	10
• Test Assessment	10
• Test Supervision	11
• Observer on Test	11
• Test Vehicle	11
• Documents to be produced for test	11
The Test of Instructional Ability (Part 3)	**12**
• **Pre-Set Tests (PSTs)**	**13**
• **PST Content**	**14**
PST No 1	14
PST No 2	15
PST No 3	15
PST No 4	15
PST No 5	16
PST No 6	16
PST No 7	16
PST No 8	17
PST No 9	17
PST No 10	17
Preparation for the Test of Instructional Ability	**18**
Core Competencies	**18**
• Fault identification	18
• Fault Analysis	18
• Remedial Action	18
Instructional Techniques	**18**
• Level of Instruction	19
• Planning	20
• Control of Lesson	20
• Communication	20
• Question & Answer Technique	21
• Feedback & Encouragement	22

• Instructor Use of Controls	23
Instructor Characteristics	**23**
• Attitude & Approach to Pupil	23
PST Marking Sheet (ADI 22)	**23**
Criteria for Grading	**23**
End of Test Procedure	**24**
• Pass Procedure	24
• Fail Procedure	24
Test Supervision	**24**
Observer on Test	**24**
Test Vehicle	**24**
Documents to be produced for test	**25**
4. Mandatory registration of B+E instructors	**26**
5. Trainee Licence	**26**
6. ADI Registration	**27**
Registration Declaration	**27**
ADI Certificates	**28**
Removal of Registration	**28**
Appeals Process	**28**
ADI Professionalism	**29**
Professional Development	**29**
Coaching	**29**
ADI Check Test	**33**
• **Check Test Appointment**	**33**
• **Check Test Structure**	**33**
• **Check Test Frequency**	**34**
• **Check Test Form**	**34**
• **Criteria for Grading**	**34**
• **ADI Check Test Locations**	**34**
• **Presenting the ADI Check Test Lesson**	**34**
Core Competencies	35
Instructional Techniques	35
Instructor Characteristics	35
7. The Learner Motorcar Test ('L' test) & B+E	**36**
The Theory Test	**36**
• Multiple Choice	36
• Hazard Perception	36
• Result	37
The Practical Test (Category B)	**37**
• The Driving Test	37
• Eye-sight Test	37
• Test Assessment	37
• Independent Driving	37
The Practical Test (Category B+E)	38
• The Driving Test	38
• Eye-sight Test	38
• Exercises on Site	39
• Braking Exercise	39
• Test Assessment	39
• Independent Driving	40
Test Vehicle for Category B & Category B+E	**40**
Documents to be produced for Category B & B+E Test	**41**
8. Licensing Issues	**41**
Provisional Licence	**41**
Full Car Licence	**42**
European Community/Economic Area (EEA) licences	**42**
Foreign Licences	**43**
Candidates/Pupils with Disabilities	**44**

• Adaptations	44
9. General ADI Information	**44**
The Display of 'L' plates	44
10. Appendices	**45**
Appendix 1 – Conditions of Registration	**45**
Appendix 2 - Code of Conduct	**46**
Appendix 3 - 'Fit and Proper' Person Criteria	**48**
Appendix 4 – Guidance issued by the Registrar	**50**
Appendix 5 – Vehicle Safety Questions	**51**
Appendix 6 – ADI Test of Driving Ability Pt 2 (ADI 9)	**55**
11. Annexes	**56**
Annex 1 – Recommended Reading List	**56**
Annex 2 - DVA Test Centres and Telephone Numbers	**57**
12. Glossary	**58**
Test Forms	**58**
13. References	**59**

1. Introduction

The Driver & Vehicle Agency (DVA) is an Executive Agency of the Department for Infrastructure (DfI).

The Agency's key aim is to promote and improve road safety. It operates from a number of geographical locations, including 15 combined vehicle test and practical driving test centres, two stand alone centres for driving tests, six theory test centres, two enforcement centres and 13 dynamic weighbridge facilities, five of which can be operated by customers themselves.

In addition to the administration and issue of driving licences, the Agency carries out over 900,000 roadworthiness checks a year on cars and motorcycles, light goods vehicles, trailers, large passenger carrying vehicles and heavy goods vehicles. Over 70,000 driving tests are carried out per year in three main groups ie practical 'L' tests, large goods vehicle (LGV) tests and passenger carrying vehicle (PCV) tests. The Agency also carries out over 53,000 theory tests per year.

The Agency maintains an up-to-date register of Approved Driving Instructors (ADI) and a Register of Approved Motorcycle Instructors (AMI). Both Registers were set up in the interests of road safety in order to maintain and improve the standard of instruction available to the general public. It means that the public can expect a minimum standard of tuition from registered instructors.

Both Registers are administered by DVA on behalf of the Department for Infrastructure under the provisions of the Road Traffic (Northern Ireland) Order 2007 and the regulations made under that Order – the Motor Vehicles (Driving Instruction) Regulations (Northern Ireland) 2010.

Under the rules of this Order it is illegal for anyone to charge (either money or monies worth) for instruction in driving a motorcar unless:

- Their name is on the Register of Approved Driving Instructors; or
- They hold a Trainee Licence issued by the Registrar.

The Agency has prepared this guide for anyone wishing to become a Department for Infrastructure registered Approved Driving Instructor.

ADI responsibilities

An ADI has an important role to fulfil. Driving Instructors are in a good position to influence (as far as it is possible) the attitudes and behaviours of new drivers. An ADI can therefore make a substantial contribution to road safety.

Before embarking on this career, careful consideration needs to be given to market trends, in particular in the area you plan to work from.

The job is demanding but can also be extremely rewarding. As an ADI you will be expected to demonstrate a:

- high regard for all aspects of road safety;
- high standard of driving and instructional ability;
- professional approach to your customers; and
- responsible attitude to your pupils and profession.

Being an ADI is not easy. Your job will involve dealing with all sorts of people with individual needs, some of whom may struggle to understand or demonstrate safe driving skills. To ensure you get the best from your pupils you need good people skills, patience and understanding, as well as:

- a thorough knowledge of the theory and practice of driving a motorcar;
- an ability to teach and coach others;
- a facility to keep abreast of changes in the statutory regulations that govern the content and conduct of motorcar driving tests as well as driving instruction;
- an ability to provide a professional service to all; and
- a good business sense.

The nature of the job means you may choose to work unsociable hours to fit in with your pupil's needs. You will be responsible for your own safety, that of your pupil and other road users.

You will need a high level of concentration throughout your working day. Your last lesson of the day has to be conducted with the same enthusiasm and competence as your first, which can be difficult.

If it is your own driving school, you need to run it in an effective and efficient manner which will put extra demands on you and may extend your working day. You will generally need to recruit your own candidates in competition with other ADIs. How busy you are and how much you earn will depend on your own ability to market your skills.

DVA and the instruction industry place great emphasis on professional standards and business ethics. A 'Code of Conduct' is something that each ADI should adopt as it is the framework within which an instructor should seek to operate. A draft code of conduct is included at Appendix 2.

You should not embark on this career lightly. The qualifying process is tough but fair and it can be expensive and time consuming. You should expect the qualifying process to take several months to complete.

The benefits of becoming a fully qualified instructor are:

- you can be self-employed;
- you can choose what hours you work;
- if your business is successful you can generate a reasonable income;
- there is the opportunity for a high level of job satisfaction;
- you have the opportunity of starting new drivers on the road to a safe and enjoyable driving career.

ADI qualifying process

To become an ADI you must:

- hold a full current Northern Ireland, Great Britain or Community (EC/EEC) car driving licence;
- have held one of the above licences or a foreign licence for a total of four years out of the past six years preceding the date of your application;
- not have been disqualified from driving for any part of the four years preceding the date of your application;
- be a fit and proper person as defined under the 'Fit and Proper' person criteria which includes successfully completing an Access NI (ANI) check;
- pass the three part qualifying examination process; and
- pay the registration fee to have your name entered onto the ADI register.

The purpose of the 'fit and proper' person criteria is to set down the parameters for the Registrar and his/her staff to make a decision as to whether an ADI or Potential ADI is a 'fit and proper' person within the meaning of the Motor Vehicles (Driving Instruction) Regulations (Northern Ireland) 2010.

(See Appendix 3 on page 51 for the criteria for a 'fit and proper' person)

All convictions including motoring offences, still in force (i.e. not 'spent' under the Rehabilitation of Offenders (Exceptions) Order (Northern Ireland) 1979) will be taken into account when the Registrar assesses your suitability to be entered onto the Register.

Fees

You will have to pay a fee for each attempt at each part of the qualifying process. There is also a fee once you have passed all three qualifying examinations, to have your name entered onto the register and again every four years, when your registration comes up for renewal.

The fees for registration or for full licences (not Trainee Licences) are refundable (in whole or part) in certain circumstances.

For information on the examination and registration fees please visit www.nidirect.gov.uk/motoring

2. Examination Process

The qualifying examination is in three parts:

- the Theory test (including a Hazard Perception Test) (Part 1);
- the Test of Driving ability (which includes an Eyesight Test) (Part 2); and
- the Test of Instructional ability (Part 3).

You must take and pass all three parts of the examination in this order and the whole examination process must be completed within two years of passing the theory test. If you have not completed the examination process within this time you must start again from the beginning and pass each part once again.

This period cannot be extended for any reason whatsoever, but you are allowed to take the test of instructional ability after two years has expired if the application has been made before the expiry date. If you pass you are deemed to have done so within the two year period.

You are allowed three attempts at each of the tests. If you have not passed after three attempts you must wait until the end of your two year period before you can re-sit the qualifying examination, starting with the theory test.

Application

The process begins by making application to take the ADI theory test which is the first part of the three part qualifying examination process. Theory Test application and ANI PIN Notification & ID Validation are done through your AIS portal. ID documents should be sent to: ADIOnlineCorrespondence@infrastructure-ni.gov.uk

DVA will then complete the online ANI application process.

Once the checks have been completed DVA will send you a message via your AIS portal containing your PRN number. You will need this number in order to book a theory test.

Each applicant is subject to a Criminal History Check. These checks are carried out by Access NI (ANI).

ANI will provide criminal history information about individuals seeking paid or unpaid work in certain defined areas, such as working with children.

Under ANI, ADIs will be subject to an **enhanced** check. More comprehensive information will be obtained under this system from police forces across the UK if, for example someone has lived in England, Scotland or Wales.

Importantly, the ANI enhanced check will also pick up 'soft intelligence' about individuals. This could be a charge or case pending about a person, which has not yet, or did not result in a conviction but which the police may feel is relevant to the position of an ADI.

DVA, Business Support Unit (BSU) will provide advice, if requested, to new applicants with concerns about a criminal history. DVA will make decisions on the basis of its 'fit and proper' person criteria, the detail of which can be found at Appendix 3.

A criminal record will not necessarily be a bar to registration or to proceeding with the ADI examination process. DVA as a registered body must abide by the ANI Code of Practice. A copy of this code can be found on-line at www.nidirect.gov.uk/accessni

DVA strongly advise anyone with concerns about their criminal history to speak to DVA before committing themselves to advance fees for any training packages offered by ADI training providers.

To apply for your Enhanced disclosure certificate you will need to do so on-line at www.nidirect.gov.uk/accessni and follow the instructions on screen. DVA will forward you a PIN Notification and ID Validation form which you will need to complete the application process.

In order to apply you will need to register your account by creating a User ID and password. These details should be kept safe as you will need them to be able to track the progress of your application. Once logged in you should choose 'Apply for Disclosure Certificates' and select the Enhanced option.

Enter the PIN number provided on the PIN Notification and ID Validation form. You must note the 10 digit reference number on the form which will be allocated to your application on the confirmation page and email when you have completed the on-line application form.

You will need to have original ID documents validated before your application can be processed. We recommend you email your documents where they will be validated by the staff there to ADIOnlineCorrespondence@infrastructure-ni.gov.uk

ADI Section will then complete the remainder of the Access NI application process once your ID documents are validated and your theory test application form and appropriate fee have been received.

Note: the ANI check will be carried out again once you have completed the qualifying process, prior to registration.

Candidates who hold a medically restricted licence

Drivers with a medically restricted licence may now apply to take the ADI Part 2 test of driving ability and ADI Part 3 test of instructional ability in vehicles with automatic transmission.

Where the qualifying tests are taken in a car with automatic transmission, those who successfully pass may apply for registration to instruct in an automatic car only. If they pass the ADI Part 2 test of driving ability in an automatic car they may apply for a trainee licence which will permit them to provide paid instruction in an automatic car for up to six months.

Instructors who have passed the qualifying tests in an automatic car must also take their test of continued ability and fitness to give instruction (check test) in an automatic car.

This option will only be available to drivers who hold a medically restricted licence, preventing them from driving manual vehicles.

Theory Test (Part 1)

Once the ANI checks have been completed DVA will send you a letter containing your eligibility number. You will need this number in order to book your theory test.

To book your theory test you need to do this online by visiting https://www.nidirect.gov.uk/services/book-your-adi-or-ami-theory-test-online. You will need to use your eligibility number that has been given to you. After booking you will receive a confirmation email immediately.

Information on booking your theory test can also be found at https://www.nidirect.gov.uk/articles/how-become- approved-driving-instructor-adi

The theory test is available at six theory test centres throughout Northern Ireland – Ballymena, Belfast, Londonderry, Newry, Omagh and Portadown.

The test is conducted as an IT based test and is carried out in two parts; multiple choice questions and a hazard perception test, both of which must be taken at the same time.

Multiple choice

In the multiple-choice part of the test you will be asked 100 questions split into four bands:

- Band 1 – Road Procedure;
- Band 2 – Traffic Signs and Signals, Car Control, Pedestrians, Mechanical Knowledge;
- Band 3 – Driving Test, Disabilities, the Law;
- Band 4 – Publications & Instructional Techniques.

Each question contains four options and you will be asked to select one correct answer. You answer the questions by touching the computer screen.

To pass this part of the test you must answer at least 85 questions correctly with a minimum of 20 correct answers in each band. This part of the test will last a maximum of one and a half hours. You will have the option to work through a practice session lasting 15 minutes to help you get used to the system before you start the actual test.

Hazard perception

After an optional break of up to three minutes the hazard perception test will begin. You will initially be shown a tutorial video, showing a sample of test clips and a recorded explanation of how the test works. You will have the option to repeat this session once if you wish.

The test consists of 14 video clips, using computer generated images (CGI) one of which contains two scoring hazards so you need to keep concentrating to the end of the clip. Each clip lasts for approximately one minute.

Each clip contains hazards just like those you will see on the road. Some hazards you might just need to keep an eye on in case the situation changes; others will develop forcing you as the driver to slow down or change direction. These are the ones we will measure your response to.

You will score points by clicking the left or right mouse button as soon as you spot a clue to the developing hazard. You will need to click again each time you think the situation changes. You do not need to use the cursor or move the mouse.

As you click you will see a red flag appear at the bottom of the screen. This is to show that your click has been registered. When you click, the clip will not stop running. You can score up to five points for each developing hazard. The mark for each scoreable hazard depends on how early you detect the hazard. If you fail to respond within the scoring area of the clip, you will score zero points.

If you continually press the mouse throughout the clips in the hope of scoring some points, a warning message will appear advising you that you responded in an unacceptable manner and you will score zero points.

What matters is **when** you click the mouse. It does not matter **where** on the screen you click. You must score at least 57 out of a possible 75 to pass this part of the test.

Note: *additional facilities are available for people with special needs. For more information visit:*

- *www.nidirect.gov.uk/motoring*

Result

You must pass both parts of the test at the same time. You will be given your result once the test has been completed and you have returned to the waiting room.

DVA will be advised of the result and depending on the result you may apply either for the Part 1 again or the Part 2. You will be given the appropriate form when you receive your result at the theory test centre.

Only three attempts are permitted within a two-year qualifying period starting from the date of your first test.

The theory test requires a higher standard of knowledge than that required for a learner driver. The questions are based on all or any of the following:

- principles of road safety generally and their application in particular circumstances;
- techniques of driving a car correctly, courteously and safely including control of the vehicle, road procedure, recognising hazards and taking proper action, dealing with pedestrians and other road users, the use of safety equipment;
- the theory and practice of learning, teaching and assessment;

- tuition required to instruct a pupil in driving a car, including the items set out above, the correction of pupil errors, the manner of the instructor, the relationship between instructor and pupil and simple vehicle adaptations for disabled drivers

A recommended reading list is given at Annex 1.

The test of driving ability (Part 2)

The test of driving ability is held at two of the Agency's test centres – Balmoral Road, Belfast and Altnagelvin, Londonderry.

Information on how to book your test of driving ability is available online at www.nidirect.gov.uk/motoring

You will be given prior notice of your appointment. Send your application to Business Support Unit through AIS. If you need to contact BSU for further information please use your message section in your AIS portal or e-mail to: ADIOnlineCorrespondence@infrastructure-ni.gov.uk

The practical test of driving ability consists of tests of both eyesight and driving ability and lasts for approximately 1 hour. You must pass both parts of the test at the same time. A copy of the test report ADI 9 can be found at Appendix 6.

The eyesight test

You must be able to read in good daylight with the aid of glasses or contact lenses, if worn, a motor vehicle registration mark containing letters and figures:

(a) 79 millimetres in height and 50 millimetres wide at a distance of 26.5 metres; or
(b) 79 millimetres in height and 57 millimetres wide at a distance of 27.5 metres.

If you do not pass the eyesight test, you will not be allowed to take the driving ability test.

Safety questions

The examiner will ask you five safety questions ('show me' and/or 'tell me') relating to the mechanical components of your vehicle. The questions are designed to test your knowledge and practical ability to perform certain tasks.

Questions will be chosen from a list (See Appendix 5) and they will relate to various components of your vehicle, eg tyres, steering etc. Failure to answer these questions correctly could result in you failing the test.

Practical test of driving ability

The test is not just a slightly more difficult 'L' test. It is of an advanced nature and a very high standard of competence is required. You must show that you have a thorough knowledge of the principles of good driving and road safety and that you can apply them in practice.

You must demonstrate the ability to perform any or all of the following subjects:

- expert handling of the controls;
- use of correct road procedure;
- anticipation of the actions of other road users and the taking of appropriate action;
- sound judgment of distance, speed and timing; and
- consideration for the convenience and safety of other road users.
- move away straight ahead or at an angle;
- overtake, meet or cross the path of other vehicles and take an appropriate course without undue hesitancy;
- turn left-hand and right-hand corners correctly without undue hesitancy;
- stop the vehicle in an emergency;
- drive the vehicle in reverse gear and whilst doing so enter a limited opening to the right and to the left;
- turn the vehicle to face in the opposite direction by use of the forward and reverse gears;
- pull up alongside a parked car and using forward and reverse gears, park close to the kerb; and
- park in a parking bay, using forward and reverse gears.

The routes used for the test will include roads which may carry heavy traffic or fast moving traffic, for example, motorways or dual carriageways. The routes will be both inside and outside built-up areas.

Once on the road, you must drive in a progressive, professional manner. You should aim to drive as you do normally and not try to put on an act for the examiner. You must drive safely and within the legal limits.

Independent driving

The test now includes a section of 'independent driving' whereby you will, during the test, be asked to drive for about ten minutes without step-by-step direction from the examiner. During this section of the test, the examiner will ask you to drive either by following a series of directions, traffic signs, or a combination of both.

To help you understand where you are going, the examiner may show you a diagram. It will not matter if you don't remember every direction, or if you go the wrong way. This can happen to even the most experienced drivers. Independent driving is not a test of your orientation and navigation skills. Driving independently means you make your own decisions, which include deciding when it is safe and appropriate to ask for confirmation about where you are going.

The number of mandatory manoeuvres in the test has been reduced from two to one. You will not know in advance which of the manoeuvres you will be asked to undertake and you should therefore learn and practice all manoeuvres.

Manoeuvres

The candidate taking the test of driving technique shall be required to demonstrate their ability to perform manoeuvres involving use of reverse gear.

Eco-safe driving

During the test the examiner will assess your ability to drive and operate the controls of your vehicle in an Eco-safe manner. This will include your ability to plan ahead and anticipate the actions of other road users so you can slow down or speed up in a smooth progressive manner.

Although Eco-safe driving forms part of the assessment it will not have a bearing on the outcome of the test. If the examiner feels that your driving could improve in certain areas s/he will pass on this information at the conclusion of the test.

More information on Eco-safe driving can be found in the Driver & Vehicle Standards (DVSA) publication, 'The Official DVSA Guide Driving – the essential skills' which forms part of the recommended reading list.

Test assessment

All faults relating to a particular assessment will be recorded. More than six driving faults recorded during a test will result in a failed test. One or more serious or dangerous faults will also result in a failed test.

Faults are defined as follows:

A driving fault is one which is not potentially dangerous. However, a candidate who habitually commits a driving fault in one aspect of driving throughout the test, demonstrating an inability to deal with certain situations, cannot be regarded as competent to pass the test, as that fault alone must be seen as potentially dangerous.

A serious fault is one which is potentially dangerous.

A dangerous fault is one involving actual danger to the examiner, candidate, the general public or property.

Faults are recorded on the test report as oblique strokes.

The examiner will give his/her decision and provide you with a copy of the test report (ADI 9) at the end of the test. If it is your intention to have your trainer present during the debrief please ensure they are nearby at the conclusion of the test. The examiner has a commitment to his/her next candidate so there may not be time to go looking for your trainer.

Your trainer, can, if necessary ask for clarification during the de-brief but the examiner will not get into lengthy discussions on the merits or otherwise of the test result.

In addition to the test report (ADI 9), the examiner will provide you with either an application for the test of instructional ability (Part 3) or a form to re-apply for the test of driving ability (Part 2). In either case, if you wish to continue with the qualifying process you should complete the appropriate form and forward it to Business Support Unit, DVA, Hydebank House, 4 Hospital Road, Ballydollaghan, Belfast, BT8 8JP.

Possible causes for failure include:

- a lack of progress (particularly on dual-carriageways and motorways);
- failure to avoid or correct skidding in the emergency stop exercise;
- failure to use observation correctly or to get the timing right in the turn round or reversing exercise;
- inconveniencing other road users;
- using signals which are excessive, unnecessary or misleading;
- a lack of effective observation at junctions, including those controlled by traffic lights; and
- a lack of observation during the manoeuvres.

This is a small selection of the possible reasons for failing the test. There are many more so you should ensure you are fully aware of what is being tested and what the examiner will expect from you.

Test supervision

Occasionally the Examiner's Supervisor may wish to come along as well. Don't worry – they will not be concerned with your performance but with the examiner's and will take no part in the conduct of the test.

Observer on test

Examiners will ask you if you would like your instructor (or another observer – preferably the person who has taught you) to accompany you on the test. This is acceptable providing the third party does not interfere in the conduct of the test.

The benefit to you is that it gives your trainer the opportunity to better support your ongoing learning and development. For example, if you fail the test, your trainer will have witnessed your performance first-hand, listened to the examiner's feedback and can better discuss it with you afterwards. They can then develop these areas during future lessons.

The opportunity to go along on test as an observer gives trainers, particularly new ones, a clear idea of what is expected on test. This may help their development, as well as yours.

If it is not practical for the trainer to observe the test, they still have the opportunity to listen to the debrief at the end of the test. However, this will be your decision.

Test vehicle

In the case of an applicant with an unrestricted category B licence, the car provided for the test must be in a roadworthy condition, be properly taxed, insured and MOT'd (if necessary). It must be a saloon, hatchback or estate car in proper working condition. It must be capable of the normal performance of vehicles of its type, have manual transmission, right-hand steering, a readily adjustable driving seat, a seat for a forward-facing passenger and be fitted with a rigid roof.

In the case of an applicant with a medically restricted licence (code 78) permitting them to drive only vehicles in category B with automatic transmission, the car provided for the test must have automatic transmission. It must be in a roadworthy condition, be properly taxed, insured and MOT'd (if necessary). It must be a saloon, hatchback or estate car in proper working condition. It must be capable of the normal performance of vehicles of its type, have automatic transmission, right-hand steering, a readily adjustable driving seat, a seat for a forward-facing passenger and be fitted with a rigid roof.

If you pass the Part 2 test in a vehicle with automatic transmission you must take the Part 3 test in an automatic vehicle

The car should be free from advertisements and signs which could cause other road users to give it special consideration. If the vehicle does not meet these requirements the test will not proceed. The car may be going onto a motorway or dual carriageway, so make sure that any roof signs are removed. Cars must be fitted with an appropriate head restraint for the front passenger seat, seat belts for the front and rear passenger seats that are in working order, and a rear view mirror for use by the examiner from the front passenger seat.

Documents to be produced for the test

The following documents must be produced at the start of the test:

- your appointment letter;
- vehicle registration document (V5C NI);
- a valid MOT certificate if necessary;
- a valid full Northern Ireland (both parts) or Great Britain driving licence.

You will also be asked to sign a declaration confirming the test vehicle has a valid road fund licence and valid insurance.

If your driving licence was issued outside Northern Ireland and does not contain your photograph you will be required to produce additional photographic evidence of identity. This can take the form of:

- a current passport;
- an employer's identity card bearing a photograph and signature of the person;
- a trade union card bearing a photograph and signature of the person;
- a current electoral identity card issued by the Chief Electoral Office for Northern Ireland and bearing a photograph and signature of the person; or
- a photograph of the person which has been endorsed with a certificate in the prescribed form signed by an acceptable person.

An 'acceptable person' means:

- a Member of Parliament;
- a district council councillor;
- a Justice of the Peace;
- a minister of religion;
- a barrister;
- a solicitor;
- a teacher;
- a medical practitioner;
- a bank official; and
- an established civil servant or police officer.

"the prescribed form", in relation to a certificate, means the following-

"I, [Name of acceptable person], certify that this is a true likeness of [Name of candidate], who has been known to me for [Number of years] years in my capacity as [Specify capacity].

Signed……
Date……
Business or profession……
Telephone Number……..

Note: *failure to produce one or more of these documents may result in the test not taking place.*

The test of instructional ability (Part 3)

The test of instructional ability is held at two of the Agency's test centres – Dill Road, Belfast and Altnagelvin, Londonderry.

Information on how to book your test of instructional ability is available online at www.nidirect.gov.uk/motoring

You will be given prior notice of your appointment. Send your application to Business Support Unit through AIS. If you need to contact BSU for further information please use your message section in your AIS portal or e-mail to: ADIOnlineCorrespondence@infrastructure-ni.gov.uk

The object of the test is to assess the quality and effectiveness of your instruction and your ability to pass on your knowledge to your pupils.

The test is in two parts (referred to as phases), each phase lasts approximately half an hour. You must pass both phases on the same test. During the test you will be asked to demonstrate your knowledge and ability by giving practical driving instruction to the examiner who will play the role of a pupil at different stages of their development.

The examiner will outline the ability level of the pupil they are intending to portray at the start of each phase.

This will be one of three:

- Beginner
- Partly Trained
- Trained

The examiner will also confirm the topic for the phase and everything you need to know in order to deliver the 'Pre-Set Test (PST) effectively. The topics for the test will be chosen by the examiner from one of the following PSTs and this will form the basis for your instruction:

(Copies of the PST Reports (ADI 22/PST) can be found at www.nidirect.gov.uk/motoring)

Pre-Set Test	Pupil Level	Test Content
PST No. 1	Beginner/Trained Driver	Controls & Crossroads
PST No. 2	Beginner/Trained Driver	Moving off/stopping & Meet, cross and overtake other traffic, allowing adequate clearance for other road users and anticipation
PST No. 3	Partly Trained/Trained	Turn in the road & Approaching junctions to turn either right or left
PST No. 4	Partly Trained/Trained	Reversing & 'T' Junctions Emerging
PST No. 5	Partly Trained/Trained	Emergency stop/Mirrors & Progress/hesitancy – normal position
PST No. 6	Partly Trained/Trained	Pedestrian Crossings and use of signals & Reverse parking
PST No. 7	Partly Trained/Trained	Approaching junctions to turn either right or left & Pedestrian crossings and use of signals
PST No. 8	Partly Trained/Trained	'T' junctions - Emerging & Meet, cross and overtake other traffic, allowing adequate clearance for other road users and anticipation
PST No. 9	Partly Trained/Trained	Crossroads & Pedestrian crossings and signals
PST No.10	Partly Trained/Trained	Meet, cross and overtake other traffic allowing adequate clearance for other road users and anticipation & Progress/hesitancy – Normal position

It is essential that you understand what it is you are being asked to do during the test. You should listen carefully when the examiner explains the level of pupil s/he is about to portray and the PST you have been given. If you don't understand, say so and the examiner will repeat his/her explanation.

Remember during the exercises the examiner is role-playing the part of a pupil. You will need to forget that s/he is really an experienced driver. Once the test starts the examiner will remain in character in order to maintain, as far as possible, an air of reality. This is to help you forget s/he is an examiner. However, there may be times that s/he has to come out of role to clarify instructions or for safety reasons.

The instruction you give should be tailored to the time available (approximately 30 minutes for each phase) and to the standard of the pupil being portrayed by the examiner.

You will probably find it helpful to establish the depth of knowledge of the pupil s/he is portraying, by asking questions and observing the pupil's performance as you would with a real pupil you had not taught before. You should remember that asking how many lessons a pupil has had previously does not establish their ability.

Pupils learn more effectively by information that is presented pictorially. This test is no different. It is acceptable for you to use lesson plans and training aids and you may refer to brief notes or subject headings. You should not read at length, word for word from notes or books.

The pupil must be given a chance to demonstrate what has been taught and any faults must be corrected.

You should note that driving is a practical skill so you should limit the amount of stationary briefings that you give. Obtaining the correct balance between theory and practice is an area the examiner will be assessing. You should also be prepared for the pupil to ask questions.

In assessing your performance, the examiner will take into account:

- the method, clarity, adequacy and correctness of instruction given;
- your observation, analysis and correction of faults committed by the pupil;
- your control of the lesson; and
- your general manner

You will be expected to maintain control of the lesson, be patient and tactful and give encouragement to the pupil at all times.

Among the many reasons for failure, the most common are:

- too long a briefing or one which is muddled or retrospective;
- expecting too high a standard from the pupil in the beginner or partly trained stage;
- not instructing at a level appropriate to your pupils needs (over or under instructing);
- an inability to recommence instruction at a different point or to go back and explain it again;
- failure to detect faults;
- treating a pupil as a novice or partly trained in the trained stage;
- an inability to adjust the content level of the lesson to match the pupils knowledge;
- demoralising the pupil, e.g. “The examiner will fail you if you do that on a test.”; and
- failure to consolidate on remedial instruction by ensuring that it is carried out.

Once you have completed the test you will be sent a letter, informing you of your result. We will endeavour to have this issued within five working days of the test.

PST Content

The content of each PST is set out below. You should remember that these bullet points form the basis of the examiner’s assessment. The detail, accuracy, structure and terminology used all form part of the assessment, so listen carefully to what the examiner is asking you to do. You will be asked to cover some or all of the tasks/subjects listed.

- **PST No.1 Exercises 1B and 10T**
  Controls & Crossroads

Beginner	**Trained Driver**
Phase 1 – 1B Controls	**Phase 2 – 10T Crossroads**
• Doors	• Mirror – Signal - Manoeuvre
• Seat/Head restraint	• Speed
• Seat Belt	• Gears
• Mirrors	• Coasting
• Accelerator	• Observation
• Footbrake	• Emerging
• Clutch	• Position right
• Handbrake	• Position left
• Gears	• Pedestrians
• Steering	• Cross approaching traffic
• Indicators	• Right corner cut
• Starting	
• Precautions before moving off	
• Normal stop position	
• Normal stop use of MSM	
• Normal stop control	

- **PST No. 2 Exercises 2B and 11T**

Moving off/stopping & Meet, cross and overtake other traffic allowing adequate clearance for other road users and anticipation

Beginner	Trained Driver
Phase 1 – 2B Moving off/stopping	**Phase 2 – 11T Meet, cross and overtake other traffic allowing adequate clearance for other road users and anticipation**
• Briefing	• Mirror – Signal - Manoeuvre
• Mirrors vision and use	• Meet approaching traffic
• Mirrors, direction, overtaking and stopping	• Cross approaching traffic
• Mirror – Signal - Manoeuvre	• Overtake other traffic
• Precautions before moving off	• Keep a safe distance
• Co-ordination of controls	• Shaving other vehicles
• Normal stop position	• Anticipation of pedestrians
• Normal stop control	• Anticipation of cyclists
	• Anticipation of drivers

- **PST No. 3 Exercises 4P and 7T**
  Turn in the road & Approaching junctions to turn either right or left

Partly Trained	Trained Driver
Phase 1 – 4P Turn in the road	**Phase 2 – 7T Approaching junctions to turn either right or left**
• Briefing	• Mirrors
• Co-ordination of controls	• Signal
• Observation	• Brakes
• Accuracy	• Gears
	• Coasting
	• Too fast on approach
	• Too slow on approach
	• Position
	• Pedestrians
	• Cross approaching traffic
	• Right corner cut

- **PST No. 4 Exercises 3P and 9T**
  Reversing & T Junctions - Emerging

Partly Trained	Trained Driver
Phase 1 – 3P Reversing (right or left)	**Phase 2 – 9T T Junctions - Emerging**
• Briefing	• Mirror – Signal - Manoeuvre
• Co-ordination of controls	• Speed
• Observation	• Gears
• Accuracy	• Coasting
	• Observation
	• Emerging
	• Position right
	• Position left
	• Pedestrians

- **PST No. 5 Exercises 6P and 8T**
  Emergency stop/Mirrors & Progress/Hesitancy – Normal position

Partly Trained	Trained Driver
Phase 1 – 6P Emergency stop/Mirrors	**Phase 2 – 8T T Progress/Hesitancy – Normal position**
• Briefing	• Progress too fast
• Quick reaction	• Progress too slow
• Use of footbrake/clutch	• Hesitancy
• Skidding	• Normal position too wide from the left
• Mirrors vision and use	• Normal position too close to the left
• Mirrors, direction, overtaking and stopping	
• Mirror – Signal - Manoeuvre	

- **PST No. 6 Exercises 12P and 5T**
  Pedestrian crossings and use of signals & Reverse parking

Partly Trained	Trained Driver
Phase 1 – 12P Pedestrian crossings and use of signals	**Phase 2 – 5T Reverse parking**
• Briefing	• Briefing
• Mirror – Signal - Manoeuvre	• Co-ordination of controls
• Speed on approach	• Observation
• Stop when necessary	• Accuracy
• Overtaking other traffic	
• Inviting pedestrians to cross	
• Signals by indicator	
• Signals by arm	
• Signals - timing	
• Unnecessary signals	

- **PST No.7 Exercises 7P and 12T**
  Approaching junctions to turn either right or left & Pedestrian crossings and use of signals

Partly Trained	Trained Driver
Phase 1 – 7P Approaching junctions to turn either left or right	**Phase 2 – 12T Pedestrian crossings and use of signals**
• Briefing	• Mirror – Signal - Manoeuvre
• Mirrors	• Speed on approach
• Signal	• Stop when necessary
• Brakes	• Overtaking on approach
• Gears	• Inviting pedestrians to cross
• Coasting	• Signals by indicator
• Too fast on approach	• Signals by arm
• Too slow on approach	• Signals - timing
• Position	• Unnecessary signals
• Pedestrians	
• Cross approaching traffic	
• Right corner cut	

- **PST No. 8 Exercises 9P and 11T**
  T Junctions -Emerging & Meet, cross and overtake other traffic allowing adequate clearance for other road users and anticipation

Partly Trained	Trained Driver
Phase 1 – 9P T Junctions -Emerging	**Phase 2 – 11T Meet, cross and overtake other traffic allowing adequate clearance for other road users and anticipation**
• Briefing	• Mirror – Signal - Manoeuvre
• Mirror – Signal - Manoeuvre	• Meet approaching traffic
• Speed	• Cross approaching traffic
• Gears	• Overtake other traffic
• Coasting	• Keep a safe distance
• Observation	• Shaving other vehicles
• Emerging	• Anticipation of pedestrians
• Position right	• Anticipation of cyclists
• Position left	• Anticipation of drivers
• Pedestrians	

- **PST No.9 Exercises 10P and 12T**
  Crossroads & Pedestrian crossings and signals

Partly Trained	Trained Driver
Phase 1 – 10P Crossroads	**Phase 2 – 12T Pedestrian crossings and signals**
• Briefing	• Mirror – Signal - Manoeuvre
• Mirror – Signal - Manoeuvre	• Speed on approach
• Speed	• Stop when necessary
• Gears	• Overtaking on approach
• Coasting	• Inviting pedestrians to cross
• Observation	• Signals by indicator
• Emerging	• Signals by arm
• Position right	• Signals - timing
• Position left	• Unnecessary signals
• Pedestrians	
• Cross approaching traffic	
• Right corner cut	

- **PST No. 10 Exercises 11P and 8T**
  Meet, cross and overtake other traffic allowing adequate clearance for other road users and anticipation & Progress/hesitancy – normal position

Partly Trained	Trained Driver
Phase 1 – 11P Meet, cross and overtake other traffic allowing adequate clearance for other road users and anticipation	**Phase 2 – 8T Progress/hesitancy – normal position**
• Briefing	• Progress too fast
• Mirror – Signal - Manoeuvre	• Progress too slow
• Meet approaching traffic	• Hesitancy
• Cross other traffic	• Normal position too wide from the left
• Overtaking other traffic	• Normal position too close to the left
• Keep a safe distance	
• Shaving other vehicles	
• Anticipation of pedestrians	
• Anticipation of cyclists	
• Anticipation of drivers	

Preparation for the test of instructional ability

As previously stated you need to be well prepared for this part of the qualifying process. The following section outlines the main areas you will be assessed on and offers guidance on how best to prepare.

Core competencies

There are three core competencies that form the basis of good instruction. They are:

- fault identification;
- fault analysis; and
- remedial action

Maximum benefit can be obtained by anticipating a pupil's actions and dealing with them positively in advance.

You must correctly identify, analyse and remedy weaknesses to improve a pupil's driving skills.

- ***Fault Identification***

The examiner will assess your ability to identify and prioritise weaknesses in the pupil's performance.

For example, you ask the pupil to pull up on the left just past the next lamp-post.

If the procedure is observed to be carried out correctly, there is no fault. However, if the sequence is wrong, incorrectly timed or there is an omission in procedure, then the pupil needs to be told. If they are not told that a fault has occurred, the examiner would assess it accordingly.

- ***Fault Analysis***

Faults in either procedure or control which have been identified and brought to the pupil's attention should be analysed as to why they have occurred and what might have happened because of their actions.

For example, your pupil when making a left turn from a major into a minor road crosses the centre line of the minor road.

There are several reasons why this could happen, such as the pupil:

- being too wide from the kerb on the approach;
- turning to the left too late;
- approaching the turn too fast; and
- poor clutch control

It's up to you as a potential driving instructor to correctly analyse the cause and explain what went wrong.

- ***Remedial Action***

Having identified and analysed the fault, the pupil will now need to know how to avoid repeating it – the remedy.

This should be given at the earliest opportunity. You should explain how the fault can be corrected. Your explanation should be concise and fully understood. Following the explanation, you should consolidate the theory with practice.

Try to avoid leaving it for any length of time, as in reality; it is unlikely that you would be able to rely on the pupil's memory of events. Late or retrospective instruction is of little value. The pupil should not be expected to have the detailed recall of an experienced driver.

Instructional techniques

These are the tools available to structure the lesson and ensure there is an opportunity for learning to take place.

This section is broken down into seven subject headings:

- level of instruction;
- planning;
- control of lesson;
- communication;

- question and answer techniques;
- feedback/encouragement; and
- instructor's use of controls.

- ***Level of instruction***

This relates to the match (or lack of it) between the level of your instruction and the level of ability of the pupil described and portrayed by the examiner.

You will need to judge effectively, from the instruction and the pupils driving technique, at what level you should be instructing. For the levels to be well matched, you will need to build on the strengths and focus on areas which need further development. The lesson should be adjusted accordingly, concentrating on the pupil's needs.

The pupil's level of ability will dictate the level of instruction.

The skill in successfully matching these levels is knowing when to instruct and when to keep quiet. It is likely, in the beginner and partly trained stages, or if the lesson is dealing with a new subject that you will initially need to talk the pupil through each stage.

When teaching a new skill using the 'talk through' method, it is important that the instruction is correct, concise and is given at the right level so that success is achieved at the first attempt.

When using this method, allow enough time for the pupil to interpret and carry out your instructions.

You should adjust the level and amount of instruction to suit the needs and ability of the pupil. If a fault remains evident despite attempts to correct it, you may need to consider adapting your method of instruction to suit the pupil's level of ability and understanding.

Detailed instruction should decrease as the pupil's level of ability increases. There are several reasons why the level of instruction may not match the ability of the pupil. The two most common are:

- Over-instruction; and
- Under-instruction.

- ***Over- instruction***

If you never stop talking and telling the pupil what to do and how to do it, you will find it difficult to assess:

- what they are thinking;
- their progress; and
- the effectiveness of your instruction.

You must display the ability to transfer responsibility for problem-solving and decision-making to the pupil at the appropriate time.

This will help you identify what the pupil already knows and, more importantly, what they need to know. It will also create the opportunity for you to assess the effectiveness of your instruction and the pupil's progress.

Examples of over-instruction would be if you were constantly telling a pupil in the 'trained stage' how to recognise the clutch 'biting point', when to change gear, how to brake etc. Instruction given at an elementary level when the pupil was at a higher level would be assessed as a mis-match against the pupil's level of ability and marked as 'unsatisfactory'.

- ***Under- instruction***

This means instruction or guidance was needed but was not given or was inadequate. Allowing beginner or partly trained pupils to struggle through situations with little or no guidance is not good instruction and, in reality, could be dangerous.

Saying little and/or just listing faults and then pulling up at the side of the road to discuss them is of little value and would be assessed as retrospective instruction.

Identifying faults but failing to give analysis and/or remedial guidance, are other prime examples. Likewise, if the analysis and/or remedial guidance were incomplete, it would be of little value and marked as 'unsatisfactory'.

For example, if the pupil steered onto the wrong side of the road when making a left turn, you should:

- inform the pupil that the fault has occurred;
- look at the reasons for it happening; and
- give correct guidance to prevent it being repeated.

If there is a short-fall in any one or more of these aspects, you have under-instructed and will be assessed accordingly.

- ***Planning***

The lesson should be structured and presented in an orderly manner following a clear and logical pattern. Account should be taken of the complexity of the subject(s) to be covered. You should consider the allocation of time between theory and practice.

Briefings should be brief. Try to avoid too much stationary instruction as, realistically, there is only so much verbal information a pupil can take in and understand at any one time. The lesson and your teaching methods should be linked to the pupil's ability.

Any visual aids, diagrams or reference material should, where possible, be prepared and close to hand ready to use. Avoid reading out sections of text, as this casts doubt on your knowledge of the subject matter and also limits pupil involvement.

Remember; failing to plan is planning to fail.

- ***Control of the lesson***

It's important that you relate control of the lesson to the characteristics and driving technique of the pupil the examiner has described. You must be able to anticipate the unexpected and be aware of what is going on around you.

You must demonstrate the ability to anticipate and take appropriate action to deal with any potential errors or dangers. This should include the ability to prioritise in different situations, particularly approaching and/or dealing with various hazards.

The timing of your instruction is important and should be linked to pupil ability. Intervening too soon will prevent you from knowing whether or not the pupil was going to react and in what way. If you leave it too late, your instruction may have to be hurried and become confusing. In reality this might result in a dangerous situation.

Remember; the ability to prioritise is essential.

Here is a scenario.

The pupil passes closer than necessary to a parked vehicle. Whilst correcting this fault, your pupil is approaching on-coming traffic in a narrowing section of road. There is only enough room for one vehicle at a time to go through safely. The pupil is now heading towards a non-existent gap and time is running out.

It should be obvious that the priority in this scenario is 'meeting approaching traffic' and it should be treated as such. If you continue to instruct on how to pass stationary vehicles safely and ignore the approaching hazard, you are not dealing with the priority at that time.

Having identified potential hazards, you will need to judge the pupil's awareness of these hazards and establish how they are intending to deal with them.

- ***Communication***

Good two-way communication is important if learning is to take place. Your delivery of instruction and correction should be fluent and easy to understand, using simple language. Avoid unnecessary use of jargon, and if it does become necessary, make sure the pupil has understood.

When you are communicating to the pupil and they respond by asking questions, this may indicate a lack of understanding of what is being said. Be prepared to adapt and make adjustments to your style if you think that the pupil does not understand you.

Directions should be given clearly and at the appropriate time. Avoid ambiguity or misunderstanding. The examiner's directions on route will be given in time for you to think before repeating them back. This creates the opportunity for the examiner to assess your ability to time and deliver instructions.

- ***The 'Question and Answer' (Q and A) Technique***

The power of effective questioning as an aid to learning is sometimes overlooked. Basically there are four reasons for asking questions:

- to motivate a pupil by gaining their interest and attention;
- to promote mental activity;
- to involve the pupil as a partner in the instructional process; and
- to establish as a starting point and confirm the pupil's understanding and recall of what they have learned, i.e. what they already know and what they need to know.

Instruction is a two way process where the instructor may, at times, become the recipient of a question. Any questions or queries raised by the pupil should be fully and correctly answered.

The pupil should be encouraged to ask questions or raise queries whenever they feel it is necessary.

When considering the use of Q and A, you should:

- be able to judge whether the questions are appropriate in relation to the lesson;
- balance the weight and complexity of the question to match the ability of the pupil;
- be sure that the questions are testing and/or thought provoking; and
- be sure you use the questions effectively to;
    - recap on a lesson
    - prompt the pupil
    - establish their knowledge
    - encourage pupil participation.

Make sure you allow the pupil time to respond. Avoid questions about situations that occurred some time previously. This may be assessed as retrospective instruction which usually is of little value to the pupil.

<u>Types of questions to be considered</u>

There are two types of question most frequently used; these are – 'open' and 'closed'.

Closed questions

These are of limited value and can usually be answered with a single word.

There are two types of closed questions, those that:

- can be answered with either a 'yes' or 'no', such as
    - Can you drive a motorcar?
    - Is this your motorcar?

- ask for a specific piece of information, such as
    - Where do you work?
    - How many lessons have you had?

Asking questions that only require a 'yes' or 'no' or one word answer is unlikely to establish what the pupil is thinking or understands. Questions that ask for a specific piece of information are little more than a test of memory. Closed questions contribute little to the learning process.

Open questions

These types of questions can be searching, thought provoking and challenging. They do not limit the content of an answer.

To benefit both you, and the pupil, questions are of more value if they are formulated around the words 'what', 'why', 'how', 'where', 'when', and 'who'.

'What' are the dangers of following too close to the vehicle in front?

'Why' should you apply, as a minimum, the 'two second rule'?

'How' do you apply the 'two second rule' when following behind traffic?

'Where' should you be looking to identify other potential dangers when following in traffic?

'When' would you consider doubling the 'two second rule'?

'Who' else may affect your decision to increase separation distance?

These examples show how you can use the words and are **not a definitive method of how to deal with separation distance.**

Two types of questions you should generally avoid using are:

- trick questions; and
- elliptical questions.

Trick questions usually show off the knowledge of the instructor and are of no value to the pupil.

Elliptical questions are those in which the pupil is meant to fill in the missing word(s). They can take the form of incomplete sentences. For example:

Before you give a signal you should check the ..... ?

This type of question is also of little use. It encourages single word replies and is more like a guessing game.

The Q and A technique, as with other instructional techniques, should be used when it is the most appropriate method of dealing with a problem and will enhance the pupil's learning skills. Overloading the pupil with a flood of questions is not good instruction. In reality, it can be very tiring and distracting and sometimes demoralising, particularly if they cannot answer the questions correctly.

- ***Feedback and encouragement***

These techniques can be very valuable instructional tools. The examiner will assess your ability to provide feedback and give encouragement during the test. Giving praise and encouragement can be a good confidence booster.

It's important to keep the pupil updated on their level of achievement. This will provide them with a realistic measure of how they are progressing and keep them motivated. Gaining feedback from the pupil is just as important as giving it. A good instructor will be able to recognise uncertainties or insecurities in the pupil through:

- body language;
- facial expressions, including eye contact when giving face to face instruction; and
- the spoken word

You should respond with appropriate advice and guidance. Avoid ambiguous or confusing feedback.

It's important to gain information from the pupil about how they think they are progressing. This will help you decide whether or not you need to adjust your level of instruction. Feedback from the pupil could come in the form of questions, which you should promote.

For example, if the pupil asks "Do I have priority at the next junction?" you need to establish why the pupil is uncertain. If you just answer 'yes' or 'no', the only learning that will take place is that the pupil will now know that:

- at that particular junction;
- when approaching it from that particular direction; and
- they either have, or have not, got priority; they need to know and understand why.

In the beginner or partly trained stage, praise and encouragement may prove effective for the most basic of achievements. However, in the trained stage, praise for similar levels of basic achievement might be considered inappropriate and patronising.

When giving praise, it should reflect the true performance level achieved and/or displayed. To say something was 'well done' or 'excellent' when in fact it was only satisfactory is not a true reflection.

Use simple and appropriate language; the use of superlatives, in most instances, exaggerates the true level of achievement and/or performance. Avoid using words or phrases such as 'mega', 'fantastic', 'brilliant', 'absolutely'.

- ***Instructor use of controls***

During the early stages of learning it may be necessary for an instructor to use the controls (brake, clutch, steering). If you do use any of the controls the pupil should be told 'why' and 'how' to avoid a similar incident happening again.

It's important to ensure that the level of instruction matches the needs of the pupil to avoid unnecessary use of controls.

It's far more effective to react early by giving verbal instruction, than suddenly grabbing the steering wheel. A direct link can be made between the subject terms, 'Instructor's use of controls' and 'Control of lesson'. There should be little need for the instructor to use the controls if the lesson is under control.

Conversely, if the instructor is controlling the lesson by using the controls, what is the pupil being taught?

Instructor characteristics

- ***Attitude and approach to pupil***

It's vitally important that you create a friendly learning environment if you are to get the best from your pupil. You should have the ability to recognise the type of person you are teaching and adjust your approach accordingly.

Patience and tact should be applied at all times. If the pupil does not get it right the first time, be prepared to repeat the information/instruction, or look for the next opportunity to deal with that topic again.

There should be no need for physical contact other than shaking hands during introduction. Physical action can be mis-construed and is often resented. Clear instruction will alleviate any need for it.

You should be your usual self and instruct in the way you would normally. If you attempt to be someone you are not, or change your normal method of instruction, you may find it difficult to sustain for an hour and lose your concentration **– be yourself and have less to think about.**

PST marking sheet (ADI 22)

The marking sheet is divided into two main columns – Column A and Column B. Column A outlines the content of the PST and these are the areas where the examiner will focus his/her fault simulation. Column B outlines the 'Core Competencies', the 'Instructional Techniques' and the 'Instructor Characteristics'. The examiner will use this column to assess your performance in all of these areas against the subjects listed in column A.

In particular, the examiner will assess your ability under the three main headings within the core competencies – Identification of faults, Fault analysis and Remedial action.

To pass the test you must achieve a minimum of grade 4. Any grade below that (1, 2, or 3) will result in a fail. The examiner marks each aspect of your performance in column A and B with a single diagonal line in the appropriate boxes.

There are positive links between columns A and B and also between the various instructional techniques, in the overall assessment and grading.

The following is an example of how these markings may be interlinked.

If your 'fault identification' was weak throughout the test, this would result in:

- a 'not covered' or 'unsatisfactory' mark in one or more of the subjects listed in column A;
- an unsatisfactory rating in the 'Identification of faults' section in column B (1, 2 or 3 depending on the severity of the weakness); and
- aspects of 'instructional techniques' in column B being rated at an unsatisfactory level (1, 2 or 32 depending on the severity of the weakness).

Criteria for grading

The current grading structure and definitions of the grades are set out below. This information is also included on the back of the PST report form (ADI 22).

- Grade 6 – Overall performance to a very high standard with no significant instructional weakness.

- Grade 5 – A good overall standard of instruction with some minor weakness in instructional technique.
- Grade 4 – A competent overall performance with some minor deficiencies in instructional technique.
- Grade 3 – An inadequate overall performance with some deficiencies in instructional technique.
- Grade 2 – A poor overall performance with numerous deficiencies in instructional technique.
- Grade 1 – Overall standard of instruction extremely poor or dangerous with incorrect or even dangerous instruction.

End of test procedure (Part 3)

Given the nature of the test, including its complexity and length, the examiner needs time to fully assess your performance. Once s/he has arrived at a decision, it will be forwarded to you by post within five working days.

- ***Pass procedure***

If you pass, the Agency will include in your notification letter the appropriate paper work to apply for registration which must be completed and returned with the appropriate fee to Business Support Unit, DVA, Hydebank House, 4 Hospital Road, Ballydollaghan, Belfast, BT8 8JP, prior to registration.

Before your name can be entered onto the ADI Register, a further ANI check is carried out, so please make sure you make application correctly and forward any relevant paperwork as soon as possible to the Agency. Incomplete applications may result in a delay in processing your registration.

Once the procedures have been completed the Agency will issue you with an ADI number and certificate of registration. This certificate, which comes in the form of a plastic credit card, containing your photograph must be displayed either on your person or in the car you use for tuition in such a position and manner as to be plainly and distinctly visible. (See 'ADI Registration' on page 29).

REMEMBER – If you wish to have your name entered in the Register you must apply for registration within 12 months of passing the Register Qualifying Examination.

- ***Fail procedure***

If you fail, the Agency will forward a new application along with your result notification letter. However, if it was your third attempt, you will only receive the result notification letter as you now have to wait until your two year period has expired before you start the qualifying process again.

Test supervision

Occasionally the Examiner's Supervisor may wish to come along on the test as well. Don't worry – they will not be concerned with your performance but with the examiner's and will take no part in the conduct of the test.

Observer on test

Examiners will ask you if you would like your trainer/observer to accompany your test. The benefit to you is that regardless of the result your trainer has witnessed the test first hand and can then develop any areas of weakness during future training sessions.

If you decide not to take your trainer/observer on test you are potentially missing out on maximising their expertise and limiting the effectiveness of any tailored development plan which they may put together.

If it's not practical for your trainer/observer to accompany you on the test, you still have the opportunity to arrange an appointment for a debrief and bring your trainer/observer along with you. This must be pre-arranged by contacting Business Support Unit (BSU) at DVA HQ on 028 9054 1836.

Test vehicle

In the case of an applicant with an unrestricted category B licence, the car provided for the test must be in a roadworthy condition, be properly taxed, insured and MOT'd (if necessary). It must be a saloon, hatchback or estate car in proper working condition. It must be capable of the normal performance of vehicles of its type, have manual transmission, right-hand steering, a readily adjustable driving seat, a seat for a forward-facing passenger and be fitted with a rigid roof.

In the case of an applicant with a medically restricted licence (code 78) permitting them to drive only vehicles in category B with automatic transmission, the car provided for the test must have automatic transmission. It must be in a roadworthy condition, be properly taxed, insured and MOT'd (if necessary). It must be a saloon, hatchback or estate car in proper working condition. It must be capable of the normal performance of vehicles of its type, have automatic transmission, right-hand steering, a readily adjustable driving seat, a seat for a forward-facing passenger and be fitted with a rigid roof.

If the vehicle presented for test is fitted with adaptations to enable it to be driven by a person with a disability then for the purposes of the test it must be capable of being driven by the examiner in the conventional manner. i.e. without using the adaptations.

Cars must be fitted with an appropriate head restraint for the front driver's seat and seat belts for front and rear seats in working order. You must also provide 'L' plates visible to the front and rear of the vehicle from a reasonable distance, which must comply with Schedule 3 of the Motor Vehicle (Driving Licences) Regulations (Northern Ireland) 1996.

You will also be asked to sign an insurance declaration stating that the vehicle is insured for the purposes of the test including any liability of the Examiner as a driver of person in charge of the vehicle. Your insurance must cover for the time the Examiner is driving and for liability for any passenger, including an official passenger.

You will not be able to obtain the name of your Supervising Examiner prior to the test because we cannot guarantee that a particular Examiner will conduct the test. You can however advise your insurers that all examiners are over 21 years and that they are trained to a very high standard of driving.

We are aware that insurance companies may request certain details of examiners. It is the Agency's policy for data protection and security reasons not to disclose personal information about examiners. The examiner will provide you with his/her name on the morning of the test, but will not provide details of age, address etc.

DVA cannot accept responsibility for risks not covered by insurance, including the loss of any no-claims bonus or the cost of repairing any minor damage. If either the car itself or the insurance does not meet these requirements, the test will not be allowed to continue.

Documents to be produced for the test

The following documents must be produced at the start of the test:

- your appointment letter;
- vehicle registration document (V5C NI);
- a valid MOT certificate (if necessary);
- a valid full Northern Ireland (both parts) or Great Britain driving licence; or a Community driving licence
- you will also be asked to sign a declaration confirming the test vehicle has a valid road fund licence and valid insurance

If your driving licence was issued outside Northern Ireland and does not contain your photograph you will be required to produce additional photographic evidence of identity. This can take the form of:

- a current passport;
- an employer's identity card bearing a photograph and signature of the person;
- a trade union card bearing a photograph and signature of the person;
- a current electoral identity card issued by the Chief Electoral Office for Northern Ireland and bearing a photograph and signature of the person; or
- a photograph of the person which has been endorsed with a certificate in the prescribed form signed by an acceptable person.

An 'acceptable person' means:

- a Member of Parliament;
- a district council councillor;
- a Justice of the Peace;
- a minister of religion;
- a barrister;
- a solicitor;
- a teacher;
- a medical practitioner;
- a bank official; and
- an established civil servant or police officer.

"the prescribed form", in relation to a certificate, means the following-

"I, [Name of acceptable person], certify that this is a true likeness of [Name of candidate], who has been known to me for [Number of years] years in my capacity as [Specify capacity].

Signed……
Date……
Business or profession……
Telephone Number……..

Note: *failure to produce one or more of these documents may result in the test not taking place.*

4. Mandatory registration of B+E (car + trailer) instructors

From 28 February 2015, instructors who wish to give paid instruction in Category B+E (car + trailer) will be required to be a registered ADI.

Existing B+E trainers who are not currently ADIs and who wish to continue instructing in category B+E, will be given a 1 year transitional period from 28 February 2015 in which to successfully complete the ADI three-part qualifying examination

5. Trainee Licence

Trainee Licences are not mandatory.

In order to get practical experience before taking the Instructional ability test (Part 3), you can apply for a trainee licence, and if granted, this will allow you to instruct for payment although you are not registered as an Approved Driving Instructor. Many people pass the qualifying examination without needing a trainee licence.

Send your application to Business Support Unit through AIS. If you need to contact BSU for further information please use your message section in your AIS portal or e-mail to: ADIOnlineCorrespondence@infrastructure-ni.gov.uk

If you apply for a trainee licence you must:

- hold a valid full Northern Ireland, Great Britain or Community car driving licence;
- have held one of the above or a foreign licence for a total of four years out of the past six years preceding the date of your application;
- not have been under any disqualification from driving for more than 12 months for any part of the four years preceding the date of your application;
- be a 'fit and proper' person (See Appendix 3); and
- have passed Parts 1 & 2 of the Register Qualifying Examination and not failed Part 3 on three occasions.

Trainee licences are valid for six months and apart from very exceptional circumstances you will only be granted two licences in total, **irrespective of the number of times you re-enter the qualifying process,** as we do not intend you to be granted licences for as long as it takes you to pass. It is not vital that you hold a trainee licence before you become registered and it is not an alternative to registration.

Conditions of licence

Trainee Licences are granted subject to the following conditions:

- for the six months that your licence is in force, you must be under the direct personal supervision of an ADI for at least 20% of the time for which you give paid instruction, 'direct personal supervision' means that the ADI must accompany you during the lessons you give in order to monitor closely the quality of your instruction. The standard of the supervision being provided by the Supervising ADI will be subject to a monitoring visit by Agency staff during the period of the licence;

- you are only authorised to give instruction from the address shown on the licence. If you change your Supervising ADI you must apply for a replacement licence;

- You must display your licence at all times either on your person or clearly displayed in the vehicle in which you are providing paid instruction. Failure to do so will result in your licence being revoked;

- it is important that you appreciate that a trainee licence does not allow you to set up in business on your own behalf. You should not advertise yourself, your telephone number or 'brand' which is unique to you, which might infer that you are an ADI;

- you must keep a daily record of the time you spend giving instruction and the supervision you get during the first six months. This must be signed by both you and the supervising ADI. The Agency will carry out spot checks on the record and when requested, the record must be produced immediately to an authorised officer of the Department and at the expiry of your licence, it must be returned to us. Remember it is vital that you get the training and supervision mentioned above from your driving school or supervisor. It is your responsibility to ensure that records are completed correctly. Records should not be signed by the supervising ADI in advance. It could be the difference to you passing or failing the Register Qualifying Examination or having your licence revoked;

- under Regulation 6 (2) (a) of the Motor Vehicles (Driving Instruction) (Trainee Licence) Regulations (Northern Ireland) 2010 it states "where a person applies for a new licence in substitution for a licence already held by him and current at date of application, the previous licence shall not expire until the commencement of the new licence". **Therefore, if you wish to apply for a second licence and remain entitled to give instruction for payment or reward, your application must be received by the Agency before the date on which your current licence expires;**

- your licence **must** be returned to the Agency within 14 days of the date of expiry, or, if application is made for a second licence, immediately upon receipt of the second licence. Failure to comply with this requirement will result in immediate revocation of the second licence. Likewise, the second licence **must** be returned within 14 days of the date of expiry; and

- the use of the licence is your own responsibility. No refunds will be given for any period when the licence is not used, or for any period after you have passed the Register Qualifying Examinations.

DVA recommends that anyone taking training to pass the qualifying examinations should make appropriate checks regarding the competence of the trainer or training school they have chosen – particularly *before* handing over advance fees for tuition. ADI trainers are not regulated and the Agency cannot recommend any. It is therefore in your interests to make sure that you know what to expect for your tuition fees in advance and it might be worth your while to 'shop around'.

Your licence may be revoked by the Registrar if:

- any of the conditions under which the licence was granted are not kept; or
- the licence was issued by mistake or gained by fraud.

If you lose your licence or have it stolen, report it immediately to the Police and to DVA, Business Support Unit at: ADIOnlineCorrespondence@infrastructure-ni.gov.uk. After reporting to BSU, please submit an application for a duplicate licence via AIS.

6. ADI Registration

Once you have successfully passed the qualifying examinations, you need to apply and pay the registration fee to have your name entered onto the Register of Approved Driving Instructors (ADI) within 1 year of passing your part 3, applications outside of this timeframe will not be accepted. (Fees information is available on line at www.nidirect.gov.uk/motoring) A further Access NI (ANI) Enhanced Disclosure check will be carried out prior to the issue of your Certificate of Registration.

Registration declaration

When applying for registration you will be asked to sign a declaration to the effect that you will:

- comply with the ADI legislation;
- comply with guidance issued by the Registrar;
- notify the Registrar of any change of name or address;
- notify the Registrar immediately if convicted of any offence;
- return the certificate if your registration lapses or is revoked; and
- agree to undergo when requested by the Registrar, a Check Test conducted by DVA staff.

Note: the Registrar, under certain conditions, has the power to request a check test at ***anytime,*** once your name is entered onto the register.

You will then be sent an official Certificate of Registration which will have your name, photograph and official title. At all times when giving paid instruction, the certificate must be displayed either on your person or in the car you use for tuition in such a position and manner as to be plainly and distinctly visible.

The Police and authorised officers within DVA may also ask you to produce your Certificate. Failure to display your certificate while giving instruction is an offence which has a maximum fine of up to £1,000. You must not give instruction for money before you have received your ADI Certificate, unless you are the holder of a current trainee licence.

REMEMBER – If you wish to have your name entered in the Register you must apply for registration within 12 months of passing the test of instructional ability which is the third part of the Register Qualifying Examination process.

Once this process has been completed and you are in receipt of your ADI certificate you are entitled to use the official title – 'Department for Infrastructure Approved Driving Instructor' (DfI ADI). This title can be used for as long as your name remains on the Register. It is illegal for anyone to use this description unless they are entitled to do so.

Registration lasts for a period of four years as long as the ADI continues to comply with the eligibility criteria for the register. If you wish to continue your registration for a further four years you should renew your registration before the previous licence expires.

Business Support Unit will send out a renewal notice to your last known address at least one month before your registration expires. You must still satisfy the conditions of the ADI register and you must not have refused to undergo a check test nor have failed one.

If your registration lapses for a year or more from the expiry date, you must re-sit all three parts of the qualifying examination again before you can be re-entered onto the ADI Register.

ADI certificates

If your certificate is lost, stolen, damaged or destroyed and you can satisfy us of this, we will issue you with a new certificate. This new certificate will invalidate the previous one, so if the original is found it must be returned to DVA to be cancelled. The fraudulent use of such a certificate is a serious offence.

If you change your name or personal details you must inform us promptly. This includes a change of home address, telephone number or name. If you don't, you may not receive your renewal notification or your check test appointment.

If you are convicted of any offence you must notify us immediately whether the offence is motoring or non-motoring. DVA will become aware of the conviction when a new ANI check on renewal of your certificate is carried out. Failure to disclose the information could affect the Registrar's decision to renew your registration.

Removal of registration

Your name can be removed from the register at **any time** if the Registrar is not satisfied that you still meet the conditions of registration or if you have failed, or refused to take a check test.

Appeals process

The Registrar will notify you of his/her intention to remove you from the register and you are entitled to make representation to him/her within a specified period.

If you are aggrieved at the Registrar's refusal of your application, removal of your name from the Register, or if your existing licence is revoked, you have a right of appeal to the Department.

On receiving the appeal, the Department may appoint a panel to hold an enquiry into the matter and the Department will make their decision after considering the recommendations of the panel. If the Registrar's decision is upheld you have a further right of appeal to the Magistrate's Court.

Appeals are time bound depending on the circumstances. However, notification of time limits will be specified in correspondence to the individual.

ADIs professionalism

You have a professional responsibility to ensure that all your pupils are ready for the test when they take it. This means that they have been trained to a level of competence which will enable them to drive safely without your help.

You should be teaching your pupils to drive as a life long skill and not just to pass the test. The test is just a step in the learning process. You also have a responsibility to treat your pupils in a courteous, respectful manner appropriate to a teacher/pupil relationship.

Professional development

Success in the ADI examination process is the first stage in your development as an ADI. There is currently no requirement for you to take more training in order to stay on the register. However, it would certainly be in your and your pupil's interests to keep your skills and competences up-to-date. Driving conditions and the regulations concerning testing & licensing have changed so much in recent years and will continue to change. Keeping up-to-date will ensure that the information you are conveying to your pupils is accurate and within the law.

Coaching

Pupils often see driving instructors as the expert and the fountain of all knowledge relating to driving and whilst this is to be expected it can impact on the learning process. Pupils need to be encouraged to take a more proactive role as they are best placed to know how they learn. Encouraging them to do this, changes the dynamics within the car from instructor/pupil, to one based on a partnership. This will lead to a more relaxed approach where the pupil is more likely to discuss any issues they may have.

It is recognised that one of the best ways to build up this type of relationship is through coaching. Equally, it must also be recognised that it is only one method available to instructors and you must not lose sight of the needs of your pupil. Ultimately, it is your responsibility to get the best out of your pupil. Coaching can help you achieve this, therefore it is important to know when and how to use it.

Coaching has been defined by the European HERMES project as a 'learner-centred method that engages body, mind and emotions to develop inner and outer awareness and responsibility with an equal relationship between the learner and coach'. These are all recognised as vital components in encouraging safe driving. You as an instructor have the responsibility to promote safe driving and whilst there are a number of ways to achieve this, you need to be fully versed in them all to be sure your pupils' needs are identified and addressed.

We would therefore encourage instructors to consider developing their coaching skills to assist with the ever demanding role of assisting the development of safer drivers.

The following scenarios which were developed for the HERMES project highlight the affect that confidence including over-confidence and varying degrees of concentration have on a driver's performance:

SCENARIO 1 – Independent Driving

Main aim of scenario (learning objective)

The learning objective of this scenario is to help the pupil to consider how they will continue to improve and develop as an independent driver.

Secondary aims of scenario

This scenarion should be strongly linked to self-assessment.

Short summary of exercise

This scenario aims to help a pupil to consider the impact that independent driving may have on them. In particular the scenario should focus on:

- Building confidence without building over-confidence
- The need to practice and develop skills over time
- The identification of newly qualified drivers as an 'at risk group'
- How they can further develop and learn from their own experience using a variant of the GROW (Goal, Reality, Option and Will) model (Whitmore 2006)

Detailed description of exercise and application of coaching techniques

Questions (Coach)	Typical replies (Pupil)
In a few weeks you have your driving test and you will start to drive on your own. Bearing that in mind, could you name some of the most vulnerable road user groups?	Yes- the elderly, children, people with impaired sight and horse riders.
Thank you, could I ask you to consider another group please?	Yes.
What about inexperienced drivers?	Yes – I suppose so.
Why do you think they would be classed as vulnerable road users?	Because they don't have a great deal of experience.
When you pass your test will you fall into this grouping?	Yes.
In what areas do you feel you are likely to be inexperienced?	Well…. I suppose I am still learning even after I pass my test.
So you still feel you will be learning, what would be your goal say for the first six months of driving?	Probably to drive and not be involved in an collision.
You have said that the goal is to be collision free. What areas of your driving or outside influence are a risk to this goal, do you think?	Well, there are lots really. My friends in the car, not knowing the way to places….. loads really.
Which risk do you feel is the biggest to you?	Well, I am quite worried about driving to places I don't know.
What do you feel would be the best options for you to reduce this risk?	Well, practice the routes at times of the day when traffic is lighter, so I know which lane to be in and I suppose build upon my existing knowledge.
So you're saying that you want to practice the routes and build up gradually?	Yes, that's right.
When we looked at these issues did you notice I asked you a few questions, can you remember what they were?	Yes, you asked me what my goal was for the first 6 months, you then asked what the risks were, then some ideas about what I could do.
Did you find it useful to think like that?	Yes I did – it sort of made me think through the problem and look for solutions.
That process is called GROW and you can use it whenever you feel you need to, as it will help you to consider how best to improve.	OK.
Could we try another simple example please?	Yes.
Would you mind if I gave you one to consider?	No, not at all.
What about over-confidence? Do you feel that could be a danger?	Possibly.
What would your goal be regarding over-confidence?	Well, not to become over-confident?
What do you feel are the dangers of over-confidence?	Oh – you start to go faster and I suppose you stop seeing the dangers.
Do you feel you are likely to become over-confident?	Possibly, but I am not sure.

When you started to drive did 30mph feel very fast to you?	Yes…. really fast.
And now?	Slow.
Do you think that is because your confidence has grown?	Yes.
So do you feel over-confidence could be a danger as you gain experience?	Yes – looking at it like that.
What are your options to reduce these dangers?	I suppose to watch myself for signs of over-confidence.
What would these signs be?	Increased speeds, doing things I would not have done – like using a mobile phone.
And what do you feel you could do if you find yourself starting to become over-confident?	I am not sure…. Try to stop myself, remind myself that I have not been driving very long.
Anything else related to vulnerable road users?	Remind myself that I am a vulnerable road user?

Application in driver training

This scenario aims to provide the pupil with a module that will help them to self-coach after passing the driving test by using a variant of the GROW model. The GROW model could be introduced at any point in the pupil's development, but in this example it is presumed that this has not been done and the model is new to the pupil.

One of the key learning outcomes for this scenario is that the pupil recognises that they are an 'at risk' road user when passing their driving test and need to actively consider the risks they face. This scenario could be delivered as part of a wider group-based exercise but the maximum benefit will be achieved if delivered as an individual session as this allows the session to be tailored to the individual pupil.

SCENARIO 2 – Concentration

Main aim of scenario (learning objective)

The learning objective of this scenario is to develop the pupil's understanding of the importance of concentration.

Secondary aims of scenario

There are no secondary aims for this scenario.

Short summary of exercise

Collisons involving young drivers frequently occur at night, on rural roads with passengers and single vehicle involvement. It is likely that a mix of fatigue, inexperience, the goals of the trip and personality will all play a part in this increased crash risk.

Concentration is a major issue amongst drivers as a whole, but young novice drivers in particular. One factor associated with this, is automation of task. Novice drivers are not as automated as an experienced driver so thay have to concentrate more and therefore can ill afford to lose concentration.

This scenario aims to increase the driver's awareness of what factors can affect concentration and the associated dangers. It also aims to develop the driver's awareness of circumstances when their concentration may be affected.

Detailed description of exercise and application of coaching techniques

Nearing the end of the lesson as the pupil becomes a little fatigued, the coach should ask the pupil to stop and ask them how they felt the drive had gone. The coach should then use a similar approach as outlined in the question table below.

Questions (Coach)	Typical replies (Pupil)
How did you feel about that drive?	I felt good.
Why did you feel good about it?	Well…. I think I did quite well.
On a scale of 1 to 10, do you feel driving is a simple or complex task? 1 would be simple and 10 would be very complex.	I would probably give it a seven.
So quite complex then?	Yes.
Would you mind if we tried a test please?	No – not at all.
Thank you – I would like you to count backwards from 100 and I will ask you some questions as you do so?	OK 100, 99, 98….
What is your full name?	Ian Samuel Smith.
Where do you live?	Belfast, 97, 96.
Add 7 to 12	19… er, I have lost count!
OK, not a problem. Why could you not complete the task of counting backwards?	Because you were distracting me.
Did that distraction make it difficult for you to concentrate do you think?	Yes, it was hard to keep focused on the counting.
If I had asked you to count forwards, would it have been easier?	Yes – much, as I am more familiar with the sequence.
So, you are saying that counting backwards is a little strange and not as simple as it is a bit different?	Yes.
So what about driving then compared to the task you have just completed. Do you feel driving is more or less complex?	More complex.
What do you see as the possible dangers of losing concentration whilst driving?	Well, you could crash.
What things do you feel may distract you from concentrating on driving fully?	People in the car, radio, phones, that sort of thing.
Are there any times of the day when you feel you may be most likely to lose concentration?	At night when you are tired.

This scenario can then be further developed to look at individual distracters and to develop individual coping strategies and this may be best done on a later session. The key learning point for this session is that the pupil recognises that driving is a complex task and any loss of concentration is dangerous.

Application in driver training

This is a simple scenario that can be easily used. The simple exercise included in the scenario is fun to do and requires no props. The scenario is probably best delivered once a pupil has reached a reasonable level of driving competence as this will help them to better understand the mental workload needed to drive safely.

Other examples of coaching can be found on the CIECA website, www.cieca.be in the projects and studies section. Copies of the HERMES project can be downloaded from the following link:

http://ec.europa.eu/transport/road_safety/pdf/projects/hermes_final_report_en.pdf

ADI check test

The 'test of continued ability and fitness to give instruction' or 'check test' is contained within the Road Traffic (Northern Ireland) Order 2007 and the Motor Vehicles (Driving Instruction) Regulations (Northern Ireland) 2010. These regulations state that an ADI's continued registration is subject to the condition that they undergo a check test at **any time** when required to do so by the Registrar.

Its purpose is to assess your continued ability and fitness to give instruction and where necessary to offer you feedback on your performance which will enable you to further develop your skills. Providing you are successful, this process will be repeated every four years if you wish to remain on the register.

ADIs who have transferred their registration from the corresponding Registers of Great Britain or other EU Member States will be subject to their first check test six months after registration in Northern Ireland.

You must not use a current ADI as a pupil. As with the Part 2 & 3 tests, the examiner's supervisor may be present during your check test.

Note: information on the assessment criteria is covered later in this section.

Check test appointment

Your check test invitation will be issued to you at least six to eight weeks in advance, where possible.

ADIs are legally obliged to undertake check tests. If you do not attend on more than two occasions when invited by the Registrar it may result in your name being removed from the Register. Whilst you hold a Certificate of Registration, the only valid reasons which will be accepted for non-attendance are:

- A medical condition/hospital appointment – proof to be provided to the Agency prior to the check test appointment date;
- Out of the country – proof to be provided to the Agency prior to the check test appointment date;
- Attendance at a seminar or providing a seminar on behalf of a 3rd party – confirmation of attendance from the 3rd party will need to be provided to the Agency prior to the check test appointment date.

If an ADI fails to attend for a check test for any other reason than defined above, this will be regarded as 1 test, as will each subsequent failure to attend up to a maximum of 3 occasions.

Reasons such as not having a pupil, not currently working as an ADI and not having a car available are not acceptable reasons for failing to attend for check test. Training can be delivered to a full licence holder providing the lesson is geared to the needs of the individual, for example, an advanced lesson.

Your ADI licence must be displayed either on your person or on display in your vehicle during the check test. You must also produce your ordinary driving licence to the Examiner before the start of the test.

Check test structure

The examiner will accompany you while you conduct a normal lesson. Some instructors can be unnerved by the check test but there is no need to be. You should look positively at the test as it provides you with an opportunity to have your instruction ability re-assessed, and where necessary, receive feedback which will help you to become a more effective instructor.

An assessment, similar to that of the test of instructional ability (Part 3) will be made on your overall performance during a 60 minute lesson. At the conclusion of the check test the examiner will debrief you on your performance and issue you with a copy of the check test report (ADI 26CT).

During the debrief the examiner will give you constructive guidance on how you can build on your current level of instruction and offer help and advise you if your level is below the standard required. You can also use this opportunity to discuss any instructional or test issues you might have.

Your overall instructional ability is assessed and graded according to the standards laid down by DVA, grade 1being the lowest and grade 6 the highest. A grade 1 to 3 indicates an unsatisfactory performance and grades 4 to 6 indicates a satisfactory performance.

Note: if you do not have a pupil at the time of your check test appointment, you may give instruction to a full licence holder, but the level of instruction should be equal to their ability.

Check test frequency

The frequency of a check test is largely based on the grade you receive at the end of your check test. If you received a grade 4, 5 or 6, which is seen as satisfactory, you will be called for your next check test in approximately four years.

However, if you are graded lower (1, 2 or 3) your next check test appointment will be based on the grade you receive.

The Agency operates a policy whereby if you are not able to achieve a satisfactory standard (Grade 4, 5 or 6) following three consecutive check tests, a recommendation will be made for your name to be removed from the Register. You will then need to retake and pass the full qualifying examination before re-entering the Register.

Check test form (ADI 26CT)

The check test form (ADI 26CT) will identify the strengths in your instruction and highlight those areas which you will need to improve upon. The form is divided into two columns – A & B. Column A lists the areas where instruction could potentially be given. The examiner will indicate the main areas where your lesson focused by inserting an oblique stroke in one of the three columns labelled 1, 2 & 3. These indicate the standard of instruction witnessed in these areas. They are defined as:

- Column 1 – Subject not covered/incorrect or dangerous instruction;
- Column 2 – Subject covered unsatisfactorily; and
- Column 3 – Subject covered satisfactorily.

Column B reflects your performance in relation to the core competencies, the instructional techniques that you employed and your attitude and approach towards your pupil. Each of the headings are broken down into a six point rating scale, with six being the best and one the worst.

The majority of the marks placed within the 4, 5 & 6 columns do not necessarily reflect a high grade as some of the aspects marked in columns 1, 2 & 3 may have played a more significant part in the lesson and therefore have affected the overall grading.

Criteria for grading

The current grading structure and definitions of the grades are set out below:

- Grade 6 – Overall performance to a very high standard with no significant instructional weaknesses;
- Grade 5 – A good overall standard of instruction with some minor weakness in instructional technique;
- Grade 4 – A competent overall performance with some minor deficiencies in instructional technique;
- Grade 3 – An inadequate overall performance with some deficiencies in instructional technique;
- Grade 2 – A poor overall performance with numerous deficiencies in instructional technique; and
- Grade 1 – Overall standard of instruction extremely poor or dangerous with incorrect or even dangerous instruction.

The definition of the grades is also included on the back of the check test report form ADI (26CT).

ADI check test locations

Check tests can be carried out from any of the Agency's 16 driving test locations. A full list of the centre locations and telephone numbers is contained at Annex 2. The tests are conducted Monday to Thursday during normal business hours.

Presenting the ADI check test lesson

There are a number of conditions attached to the content of a check test lesson:

- the pupil must hold a valid provisional licence or be a full licence holder;
- the lesson must commence from one of the 16 test centre locations;
- the lesson must be appropriate to the level and ability of the pupil.

In addition to the 60 minute check test lesson you need to be available for a further 30 minutes so the examiner can give you a debrief on your performance and offer you some help and advise, if necessary, on how you can improve and /or up-date your instructional techniques/skills.

You should be your usual self and instruct in the way you would normally. If you attempt to be someone you are not or change your normal method of instruction you may find it difficult to sustain for the whole of the lesson and you may lose your concentration – **be yourself and have less to think about.**

Preparation is important; make sure you know what is expected and how you are going to achieve it. Follow this basic lesson structure:

- recap on the previous lesson;
- establish prior knowledge/experience (question & answer);
- outline the lesson objective/s;
- give a briefing (if necessary);
- offer a demonstration (where appropriate);
- offer the appropriate level of instruction;
- identify, analyse and offer remedial action; and
- recap again at the end.

The examiners assessment criterion is similar to that used for the Part 3 qualifying examination. The criteria falls under three main headings:

- Core Competencies;
- Instructional Techniques; and
- Instructor Characteristics.

- ***Core Competencies***

There are three core competencies that form the basis of good instruction:

- Fault identification;
- Fault analysis; and
- Remedial action.

- ***Instructional techniques***

There are ten areas of assessment:

- Recap at start;
- Aims/objectives;
- Level of instruction;
- Planning of lesson;
- Control of lesson;
- Communication;
- Q & A technique;
- Feedback/encouragement;
- Instructor's use of controls; and
- Recap at end.

- ***Instructor characteristics***

- Attitude and Approach to Pupil

All these headings are covered in greater detail in two of the publications from the recommended reading list at Annex 1 – The Driving Instructors Handbook & Practical Teaching Skills for Driving Instructors.

The assessment criteria, principles and teaching techniques which they cover, form the foundation for all types of motor vehicle instruction.

7. The Learner Motorcar Test ('L' test) & B+E

This section of the manual provides only a brief outline of the 'L' testing process. Detailed information is included in two of the publications listed in the 'Recommended Reading List' at Annex 1 (The Official DVSA Guide to Driving – the essential skills & The Official DVSA Guide to Learning to Drive). You can also find information about the theory test & practical driving tests (how to apply, ID requirements etc) on-line at www.nidirect.gov.uk/motoring

Learner drivers have to pass the theory test which comprises of two parts; multiple choice questions and a hazard perception test, as well as the practical driving test to gain a full motorcar licence. The only exemption to the requirement for the theory test is for individuals who hold a full licence for another class included in category B (Sub-category B1).

Theory Test

The theory test is available at six theory test centres throughout Northern Ireland – Ballymena, Belfast, Londonderry, Newry, Omagh and Portadown.

Candidates can book their theory test on-line at www.nidirect.gov.uk/motoring or via the call centre on 0845 600 6700.

The test is conducted as an IT based test and is carried out in two parts; multiple-choice questions and a hazard perception test.

Multiple choice

The test consists of 50 multiple choice questions, some of which will be presented in the form of a case study. The case study shows a scenario on which five questions will be based. The subject of the scenario will focus on real life examples and experiences that might be encountered when driving.

Currently each question can contain up to six options and you will be asked to select anything from one to four correct answers. From January 2012, this will be reduced to four options and one correct answer. The questions are answered by touching the computer screen.

The pass mark is 43 out of 50. This test lasts for approximately one hour. Your pupil will have the option to work through a practice session lasting approximately 15 minutes to help them get used to the system before starting the actual test.

Hazard perception

After an optional break of up to three minutes, the hazard perception test will begin. Your pupil will initially be shown a tutorial video, showing a sample of test clips and a recorded explanation of how the test works. They will have the option to repeat this session once if they wish.

The test consists of 14 video clips, using computer generated images (CGI) one of which contains two scoring hazards so your pupil needs to keep concentrating until the end of the clip. Each clip lasts for approximately one minute.

Each clip contains a hazard just like those you will see on the road. Some hazards you might just need to keep an eye on in case the situation changes; others will develop forcing you as the driver to slow down or change direction. These are the ones we will measure your response to.

They will score points by clicking the left or right mouse button as soon as they spot a clue to the developing hazard. They will need to click again each time they think the situation changes. They do not need to use the cursor or move the mouse.

As they click they will see a red flag appear at the bottom of the screen. This is to show the test taker that a click has been registered. When your pupil registers a click, this will not stop the video running, so make sure they are aware of this and that they keep concentrating.

Your pupil can score up to five points for each developing hazard. The mark for each scoreable hazard depends on how early your pupil detects the hazard. If they fail to respond within the scoring area of the clip, they will score zero points.

If they continually press the mouse throughout the clips in the hope of scoring some points, a warning message will appear advising them that they responded in an unacceptable manner and they will score zero points.

What matters is ***when*** your pupil clicks the mouse. It does not matter ***where*** on the screen they click. They must score at least 44 out of a possible 75 to pass this part of the test.

Note: if any of your pupils have special needs, additional facilities are available.

Result

Your pupil must pass both parts of the test at the same time. They will be given their result once the test has been completed and they have returned to the waiting room.

If they are successful they will be issued with a Theory Test Pass certificate. Please advise them to keep this safe as they will need to present this certificate when they take their practical test.

If they are unsuccessful in one or other or both parts of the test they need to book and re-sit both parts again before they can take their practical test.

The Practical Test Category B

The practical 'L' test lasts for approximately 40 minutes and is conducted at 16 of the Agency's test centres:

Armagh, Ballymena, Belfast (Balmoral Road & Dill Road), Coleraine, Cookstown, Craigavon, Downpatrick, Enniskillen, Larne, Lisburn, Londonderry (Altnagelvin), Mallusk, Newry, Newtownards and Omagh.

The test includes an eye-sight test which the examiner will ask your pupil to carry out once the paperwork has been completed.

Your pupil will also be required to answer two vehicle safety questions; one 'show me' and one 'tell me'. One or both questions answered incorrectly will result in one driving fault being recorded.

Eyesight test

Your pupil will be asked to read in good daylight (with the aid of glasses or contact lenses if worn) a registration mark fixed to a motor vehicle which contains letters and figures 79 millimetres high and 57 millimetres wide at a distance of 20.5 metres or at 20 metres for a number plate with letters and figures 79 millimetres in height and 50 millimetres in width.

If they are unable to meet this minimum requirement the test will not proceed.

Test Assessment

All faults relating to a particular assessment area will be recorded. More than 15 driving faults recorded during the test will result in a failed test. One or more serious or dangerous faults will also result in a failed test.

Faults are defined as follows:

A driving fault is one which is not potentially dangerous. However, a candidate who habitually commits a driving fault in one aspect of driving throughout the test, demonstrating an inability to deal with certain situations, cannot be regarded as competent to pass the test, as that fault alone must be seen as potentially dangerous.

A serious fault is one which is potentially dangerous.

A dangerous fault is one involving actual danger to the examiner, candidate, the general public or property.

Faults are recorded on the test report as oblique strokes.

The examiner will give his/her decision and provide your pupil with a copy of their test report (DL9) at the end of the test. Your pupil will be asked by the examiner at the start of the test if they would like their instructor present during the test or at the debrief. If your pupil would like you present at the debrief, please be sure that you are nearby at the conclusion of the test. The examiner has a commitment to his/her next candidate so there may not be time to go looking for you.

Independent Driving

The learner practical test now includes a section of 'independent driving' whereby your pupil will, during the test, be asked to drive for about ten minutes without step-by-step direction from the examiner. During this section of the test, the examiner will ask your pupil to drive either by following a series of directions, traffic signs, or a combination of both.

To help them understand where they are going, the examiner may show them a diagram. It will not matter if they don't remember every direction, or if they go the wrong way. Independent driving is not a test of their orientation and navigation skills. Driving independently is about making their own decisions, which include deciding when it is safe and appropriate to ask for confirmation about where they are going.

The number of mandatory manoeuvres in the test has been reduced from two to one. Your pupil will not know in advance which of the manoeuvres they will be asked to undertake and they should therefore learn and practice all manoeuvres.

The Practical Test Category B+E

The practical 'B+E' test is a combination of manoeuvres on site and an on road driving element. The on road element lasts for at least 50 minutes and is conducted at 5 of the Agency's test centres:

Belfast (Balmoral Road), Coleraine, Craigavon, Londonderry (New Buildings),and Omagh.

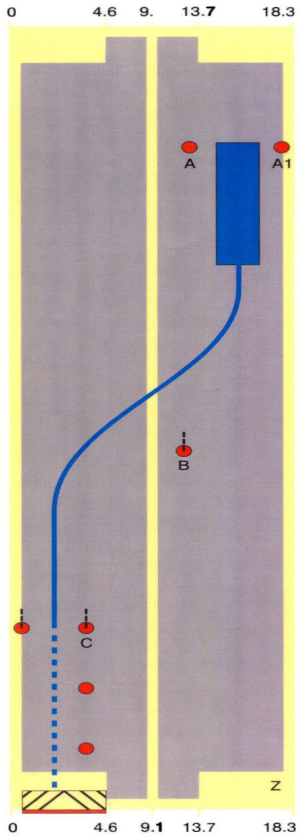
The test includes an eye-sight test which the examiner will ask your pupil to carry out once the paperwork has been completed.

Your pupil will also be required to answer five vehicle safety questions; a combination of 'show me' and 'tellme'. Failure to answer the questions correctly may result in failing the test.

Eyesight test

Your pupil will be asked to read in good daylight (with the aid of glasses or contact lenses if worn) a registration mark fixed to a motor vehicle which contains letters and figures 79 millimetres high and 57 millimetres wide at a distance of 20.5 metres or at 20 metres for a number plate with letters and figures 79 millimetres in height and 50 millimetres in width.

If they are unable to meet this minimum requirement the test will not proceed.



Exercises on Site

Reversing Exercise

Reverse exercise wordings

I'd like you to carry out the reversing exercise. If you will look at this diagram I will explain what is required.

At present you are here. When I ask you, drive forward and stop with the extreme front of your vehicle level with and between the two cones shown here as A and A1. They are the ones beyond the one with the pole. Then reverse, as the arrowed line shows, keeping the cone with the pole on your offside. Reverse into the bay, stopping with the extreme rear of your vehicle within the white and white and black chevron area. If you look to your left you will see the bay and the white stopping area. Do not drive further forward than cones A & A1 at any time and try not to touch any of the marker cones or cross the white boundary lines.

Do you understand that? Please wait for my signal before you start the exercise.

Braking Exercise

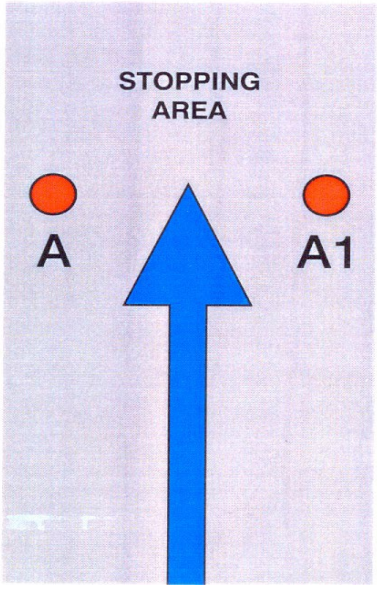
Wordings

I'd like you to carry out the braking exercise. If you look at this diagram I will explain what is required.

At present you are here. Drive forward to reach a speed of about 32 kph (20 mph) and when the front of your vehicle reaches the two cones, shown here as A and A1, stop as quickly and as safely as possible.

Do you understand that? You may start the exercise when ready.

BRAKING EXERCISE



Uncoupling/Recoupling

I'd like you to uncouple the trailer from the vehicle, and then park the vehicle alongside the trailer.

I'd like you to recouple this trailer to the vehicle. Imagine that is a different trailer to the one you have just uncoupled. (You have not seen this trailer before) Make it safe for the road.

Test Assessment

All faults relating to a particular assessment area will be recorded. More than 15 driving faults recorded during the test will result in a failed test. One or more serious or dangerous faults will also result in a failed test.

Faults are defined as follows:

A driving fault is one which is not potentially dangerous. However, a candidate who habitually commits a driving fault in one aspect of driving throughout the test, demonstrating an inability to deal with certain situations, cannot be regarded as competent to pass the test, as that fault alone must be seen as potentially dangerous.

A serious fault is one which is potentially dangerous.

A dangerous fault is one involving actual danger to the examiner, candidate, the general public or property.

Faults are recorded on the test report as oblique strokes.

The examiner will give his/her decision and provide your pupil with a copy of their test report (DL9v) at the end of the test. Your pupil will be asked by the examiner at the start of the test if they would like their instructor present during the test or at the debrief. If your pupil would like you present at the debrief, please be sure that you are nearby at the conclusion of the test. The examiner has a commitment to his/her next candidate so there may not be time to go looking for you.

Independent Driving

The learner practical test includes a section of 'independent driving' whereby your pupil will, during the test, be asked to drive for about ten minutes without step-by-step direction from the examiner. During this section of the test, the examiner will ask your pupil to drive either by following a series of directions, traffic signs, or a combination of both.

To help them understand where they are going, the examiner may show them a diagram. It will not matter if they don't remember every direction, or if they go the wrong way. Independent driving is not a test of their orientation and navigation skills. Driving independently is about making their own decisions, which include deciding when it is safe and appropriate to ask for confirmation about where they are going.

The number of mandatory manoeuvres in the test has been reduced from two to one. Your pupil will not know in advance which of the manoeuvres they will be asked to undertake and they should therefore learn and practice all manoeuvres.

Test vehicle (Category B)

The type of motorcar used for the 'L' test is defined in Regulation 26 of the Motor Vehicle (Driving Licences) Regulations (Northern Ireland) 1996 under the heading Minimum Test Vehicle (MTV). Cars presented for test must:

- have four wheels;
- have a maximum authorised mass (MAM) not exceeding 3500 kilograms (kg);
- be capable of a speed of at least 100 kilometres per hour (km/h) or 62.5 miles per hour (mph);
- have a seatbelt for the examiner;
- have a passenger head restraint (this needn't be adjustable but must be fitted as an integral part of the seat – 'slip on' type head restraints aren't permitted);
- an interior mirror for the examiner's use;
- L-plates which are clearly visible from the front and rear of the vehicle and don't interfere with the driver's or examiner's view;
- a speedometer that measures in miles per hour and kilometres per hour;
- rear seats and seat belts;
- be unladen.

The vehicle must comply with all legal requirements and be in a roadworthy condition. There must be no warning lights showing once the vehicle is in motion, for example, the ABS warning light and/or the airbag warning light must be extinguished.

Test vehicle (Category B+E)

A combination of a minimum test vehicle for category B and a trailer having a maximum authorised mass of 1,000 kilograms, capable of a speed of at least 100 kilometres per hour on the level, which does not fall within category B; the cargo compartment of the trailer shall consist of a closed box body which is at least as wide and as high as the corresponding dimensions of the tractor vehicle; the closed box body may also be slightly less wide than the tractor vehicle provided that the view to the rear is only possible by use of the external rear-view mirrors of the tractor vehicle.

Vehicles must be fitted with rear passenger seats and have fully functional seat belts for the front and rear passenger seats and an appropriate head restraint for the front passenger seat.
Minimum load requirement of 600kg (600 litre IBC) and maximum of 1000kg of bags of aggregate or a 1,000 litre (1 tonne) IBC.

Documents to be produced for the test (Category B)

The following documents must be produced at the start of the test:

- the appointment letter;
- a Category 'B' theory test result notification letter;
- vehicle registration document (V5C NI);
- a valid MOT certificate if necessary;
- You will also be asked to sign a declaration that the test vehicle has a valid road fund licence and valid insurance;
- a valid full Northern Ireland (both parts) or Great Britain driving licence.
- if your driving licence was issued outside Northern Ireland and does not contain your photograph you will be required to produce additional photographic evidence of identity. This can take the form of:

- a current passport;
- an employer's identity card bearing a photograph and signature of the person;
- a trade union card bearing a photograph and signature of the person;
- a current electoral identity card issued by the Chief Electoral Office for Northern Ireland and bearing a photograph and signature of the person; or
- a photograph of the person which has been endorsed with a certificate in the prescribed form signed by an acceptable person.

An 'acceptable person' means:

- a Member of Parliament;
- a district council councillor;
- a Justice of the Peace;
- a minister of religion;
- a barrister;
- a solicitor;
- a teacher;
- a medical practitioner;
- a bank official; and
- an established civil servant or police officer.

"the prescribed form", in relation to a certificate, means the following-

"I, [Name of acceptable person], certify that this is a true likeness of [Name of candidate], who has been known to me for [Number of years] years in my capacity as [Specify capacity].

Signed……
Date……
Business or profession……
Telephone Number……..

Note: *failure to produce one or more of these documents may result in the test not taking place.*

Documents to be produced for the test in Category B+E

All documents as per Category B with the exception of the theory test certificate.

8. Licensing Issues

Provisional Car Licence

Your pupil may apply for their provisional driving licence up to two months before their 17th* birthday. However, please be aware that that it is not valid until the actual date of their 17th birthday.

* Age 16 if the person is currently getting Disability Living Allowance at the higher rate (mobility component).

As a learner driver your pupil must display 'L' plates in a conspicuous position on the front and rear of the vehicle. These plates should be removed when the vehicle is not being driven by them, as the maximum speed limit for a vehicle displaying 'L' plates is 45mph. This is irrespective of the driver being a learner or not (with the exception of goods vehicles, buses, coaches and B+E on a motorway).

Full Car Licence

Once your pupil has passed their driving test, they should exchange their test pass certificate for a full licence as soon as possible with DVA, Driver Licensing, Coleraine.

If their provisional licence was issued on or after 1 July 2004, they may be eligible for automatic issue of their driving licence (ADLI). If they are not eligible they must send their test pass certificate to DVA in order to claim their new entitlements on their driving licence.

A full car licence is normally valid for 10 years.

Licences issued in the European Community and European Economic Area (EEA)

Licences issued in the European Community and European Economic Area (EEA) makes up two groups that are treated equally. The full list is Austria, Belgium, Bulgaria, Czech Republic, Republic of Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Romania, Portugal, Slovenia, Slovakia, Spain, Sweden and United Kingdom.

Visitors

If an individual holds a valid community licence and is visiting Northern Ireland (NI), they can drive any vehicle if their licence is valid. The appropriate full entitlement for the vehicle they wish to drive must be shown on the licence.

Residents

If the individual has a valid community licence, this will authorise them to drive in NI for the period set out below. Alternatively, they may exchange their licence for a NI one at any time.

Provided the licence remains valid they may drive in NI until aged 70, or for three years after becoming resident, whichever is the longer period. This applies to car and motorcycle driving licence holders (ordinary driving licence).

Lorry, minibus and bus driving licence holders (vocational driving licence) can drive:

- until aged 45 or for five years after becoming resident, whichever is the longer period;
- if they are aged over 45 (but under 65) – until their 66th birthday or for five years after becoming resident, whichever is the shorter period;
- if they are aged 65 or over – for 12 months after becoming resident.

In order to continue driving after these periods, they must get a NI driving licence.

Community licences issued in exchange for licences from elsewhere

A community licence issued on the strength of a licence from a designated country will be valid for driving in NI for 12 months only and is acceptable for exchange purposes.

A community licence issued on the strength of a licence from a non-designated country will be valid for driving in NI for 12 months only but is not valid for exchange purposes.

A licence from any country outside the EEA which was originally issued on the basis of a community licence will be valid for driving in NI for 12 months only and is acceptable for exchange purposes. Evidence of the original EEA entitlement must be provided.

Register of community licence holders

Holders of community licences with vocational entitlement who live in NI must register their details with Driver & Vehicle Agency. Further information is available on 0845 4024 000.

Foreign Licences

If an individual is a visitor, resident or student in Northern Ireland and still have a driving licence issued by the country they have come from, there are certain conditions that affect how long they can drive and what they can drive in Northern Ireland.

- ***Visitors***

Provided their full licence or international driving permit remains valid, they may drive vehicles up to 3.5 tonnes and with up to eight passenger seats for up to 12 months from the date of coming to NI. However, they may only drive large vehicles which have been registered outside NI and which they have driven into the country.

- ***Residents***

If they are the holder of an ordinary driving licence (car, moped, motorcycle entitlement) and provided their licence remains valid, they can drive any category of small vehicle shown on their licence for up to 12 months from the time they became resident.

To ensure continuous full driving entitlement they must obtain a provisional NI licence and pass a driving test(s) before the 12-month period has elapsed.

Up until 12 months they are not subject to provisional licence conditions e.g. displaying 'L' plates or being supervised by a qualified driver or being precluded from motorways.

If they don't pass a test before the 12 month concessionary period has elapsed they will lose entitlement to drive as a full licence holder and they must stop driving. If they wish to continue driving they must obtain a NI provisional licence (if they have not already done so) and pass a driving test(s).

Normal provisional licence conditions will then apply, and up to a period of one year from the date they pass their driving test.

New residents who hold a vocational licence (minibus, bus, lorry entitlement) must not drive large vehicles until they have passed the relevant NI driving test. Driving test candidates are required to pass a motorcar (Category B) test first before applying for provisional entitlement for larger vehicles.

- ***Driving in NI as a student***

If they are a student holding a community licence they may drive cars and motorcycles in NI for as long as their licence remains valid. If they do not hold a licence they must have been studying here for at least six months prior to taking a driving test or applying for a full licence.

If they are a student holding a non-community licence or an international driving permit they may drive here for up to 12 months.

If they hold a driving licence from a designated country they may apply to exchange it for an NI one up to five years after becoming resident here.

If they don't hold a licence, or their licence was not issued in a designated country, they will need to apply for a provisional licence and pass a driving test. They will be able to take a test and obtain a full licence once they have been in NI for six months.

International driving permits

Valid international driving permits, also known as convention permits, must comply with the formats prescribed in international legislation. Permits must be in booklet form, with white inside pages translated into multiple languages.

International driving licences

Neither the United Nations nor any of its subsidiary bodies issues or authorises the issue of international driving licences. An international driving licence is not valid proof of driving entitlement in NI.

Note: Full information on all licensing issues can be obtained at www.nidirect.gov.uk/motoring/driver-licensing

Candidates/Pupils with Disabilities

If your pupil had or currently suffers from a medical condition or disability that may affect their driving they must tell the DVA. They will also need to provide details if they develop a new condition or disability or one that has become worse since their licence was issued. Failure to notify DVA is a criminal offence, one of which can result in a fine of up to £1,000.

When your pupil is booking their theory or practical tests they need to inform DVA if they have any hearing problems, language difficulties or movement restrictions. In addition for the practical test they need to inform us of any adaptations fitted to their vehicle. DVA is committed to equal opportunities for all and provides a number of facilities for candidates with special needs or physical disabilities.

When booking a theory or practical test, please ask your pupils to let DVA know if they:

- are deaf or have severe hearing difficulties;
- are in any way restricted in their movements; and
- have any physical disability.

No matter how serious your pupil's disability might be, they will still take the same test as every other candidate. However, more time may be allowed for the test. This is to allow the examiner to talk to them about their disability and any adaptations fitted to their vehicle.

Adaptations

Information about vehicle adaptations for drivers with disabilities can be obtained from Disability Action, Portside Business Park, 189 Airport Road West, Belfast, BT3 9ED.

9. General ADI Information

The display of 'L' plates

'L' plates are required on cars when the licence holder is driving under provisional entitlement. The size and colour of these plates is defined in legislation and how they must be displayed.

They must be displayed in a conspicuous position so they can be clearly seen from a reasonable distance from the front and rear. Positioning the front 'L' plate on the front of the bonnet may not be acceptable depending on the angle of the bonnet or on placing the rear plate on the inside of a heavily tinted bonnet.

10. Appendices

Appendix 1

ADI CONDITIONS OF REGISTRATION

1. The conditions on which you are approved to provide tuition to drivers are as follows:

   a) your name is entered on the Approved Driving Instructors (ADI) Register;

   b) you shall ensure that pupils have a valid driving licence which covers the entitlement for the category of vehicle being driven;

   c) you shall ensure that pupils meet the legal minimum eyesight requirement;

   d) you shall deliver tuition to a standard which is acceptable to DVA;

   e) you should ensure that the training vehicle is in a roadworthy condition, adequately insured and complies with all legal requirements;

   f) you must facilitate any request for a check test unless there are reasonable grounds for alternative arrangements. Such requests will be dealt with on an individual basis;

   g) you must notify DVA Business Support Unit immediately of any offences committed during your four year registration period as soon as they have been confirmed, whether the offence is motoring or non-motoring;

   h) you must notify DVA Business Support Unit of any change of address;

   i) at all times when giving paid instruction, your ADI certificate must be displayed either on your person or in the car you use for tuition in such a position and manner as to be plainly and distinctly visible; and

   j) you must comply with all legal/statutory requirements associated with the industry.

If at any time DVA becomes aware of any breach of these conditions it has the right to revoke your registration.

Appendix 2

DRIVER & VEHICLE AGENCY
APPROVED DRIVING AND MOTORCYCLE INSTRUCTORS

CODE OF CONDUCT

Personal Conduct

The instructor will seek at all times, to comply with the law and in particular legislative requirements related to discrimination, data protection, trading standards, health and safety in the workplace and road safety.

The instructor will give consideration and be aware of the impact overuse of particular areas may have on residents.

The instructor will refrain from using DVA premises for the purpose of practice.

The instructor will at all times, treat clients with respect and consideration.

Offers of gifts, benefits and hospitality to the client should be avoided in order to prevent any undue misunderstanding or offence.

The instructor, being in a position of trust should avoid any behaviour which encourages a physical or emotional dependent relationship to develop with a client.

The instructor will maintain his skills and knowledge to at least the required minimum standards and endeavour to avail of development opportunities.

The instructor will avoid physical contact with a client except in an emergency.

The instructor client relationship must be professional at all times and unnecessary contact via phone texts, email or any other means should be avoided.

The instructor will not make comments or converse with the client about issues that could be deemed inappropriate, discriminatory, lewd or offensive.

The instructor will not make or receive phone calls whilst conducting a lesson.

The instructor will ensure that the vehicle is licensed, insured and fit for purpose in that it is roadworthy, clean and suitable for tuition to take place.

The instructor will safeguard and be able to account for any monies paid in advance by the client in respect of lessons, test fees or for any other purpose. Details of payments will be made available to the client on request.

The instructor will provide a copy of this Code of Conduct or highlight where it is available, to the client.

The instructor, on or before the first lesson, should provide clients with a written copy of their terms of business to include:

- legal identity of the school/instructor with full address and telephone number at which the instructor or their representative can be contacted;
- the price and duration of lessons;
- the price and conditions for use of a vehicle for any practical test and any related booking fees;
- the procedure for complaints;
- details of the refund policy; and
- should ensure that their valid certificate is clearly displayed.

The instructor should check a client's entitlement to drive/ride the vehicle and their ability to read a number plate at the statutory distance on the first lesson and before driving/riding the vehicle, repeated at suitable intervals.

When presenting a client for a practical test, the instructor should ensure that the client has all the necessary documentation to enable them to take the test and show that the vehicle is roadworthy. The instructor should ensure that the car is prepared so that DVA supervising examiners can accompany the test if necessary.

Instructors will advise clients when to apply for their theory and practical tests, taking account of local waiting times and forecast of the client's potential for achieving a consistent standard of safe driving/riding.

The instructor will not cancel or re-arrange a test without the client being informed. In the event of the instructor's decision to withhold the use of the school vehicle for the test, sufficient notice should be given to the client to avoid loss of the DVA test fee.

The instructor should at all times, endeavour to teach the client correct knowledge and skills according to the recommended syllabus.

The instructor should ensure that any discussions that occur with the client are treated in the strictest confidence and not disclosed to third parties.

Advertising

The advertising of tuition should be factual, honest and not misleading; claims made should be verifiable and comply with codes of practice set down by the Northern Ireland Trading Standards Service.

Instructors should comply with the guidance pertaining to the DVA guidance on the use of the DVA logo.

Advertising that refers to client's pass rates must be factual and verifiable.

Advertised pass rates should not be open to misinterpretation and the basis on which the pass rate has been calculated should be made clear.

Conciliation

Complaints by clients should be made to the instructor/school in the first instance and follow the complaints procedure issued by the instructor or school.

Failing agreement or settlement of a dispute, reference may be made to DVA to consider the matter and advise accordingly.

Queries related to this Code of Conduct should be directed, in writing, to the Registrar, Business Support Unit, DVA, Hydebank House, 4 Hospital Road, Ballydollaghan, Belfast BT8 8JP.

This guidance has been issued in accordance with Article (52)(4)(d) of the Road Traffic Order (Northern Ireland) 2007.

Appendix 3

DRIVER & VEHICLE AGENCY
REGISTER OF APPROVED DRIVING AND MOTORCYCLE INSTRUCTORS

FIT & PROPER PERSON CRITERIA
(Including Ex-Offenders Policy)

1. Introduction

1.1 The purpose of this policy is to set down the parameters for the Registrar and his/her staff to make a decision as to whether an ADI/AMI or potential ADI/AMI is a "fit and proper" person within the meaning of the Motor Vehicles (Driving Instruction) Regulations (Northern Ireland) 2010.

1.2 Approved Driving and Motorcycle instructors occupy a position of trust while carrying out their role as they may be placed in a one-to-one situation with pupils from the age of 17 (or 16 in certain circumstances) and vulnerable adults.

1.3 The term "fit and proper" is not defined in the legislation but has been interpreted as making provision to assess, as far as possible, characteristics that the general public might find unacceptable in an instructor who has the endorsement of the Department for Infrastructure.

2. Character Check

2.1 Before a potential ADI/AMI can take their Part 1 qualifying examination and prior to registration on the Register, the Registrar will request details of criminal convictions from Access NI (ANI). If there is evidence of recent or recurring convictions, the Registrar may request additional information, (face to face interview).

2.2 The purpose of the check is to confirm any criminal convictions declared by the applicant at the time of application and to establish whether or not the applicant has convictions which have not been declared. Failure to declare criminal convictions will be taken into account in the determination of the "fit and proper" criteria.

2.3 If the information provided by ANI differs from that provided by the applicant, the Agency will check in the first instance and in some circumstances may refer the application back to ANI. If a discrepancy remains the applicant will be given an opportunity to comment on the information provided by ANI.

2.4 On establishing that the applicant has criminal convictions, the Registrar will consider whether the conviction is materially relevant to the applicant's ability to become an ADI/AMI. In particular, the Registrar will consider any evidence of inappropriate road safety behaviour, professional integrity or business ethics.

2.5 The Registrar will make a judgement about the seriousness of the conviction and how recently the offence took place. Each case will be considered on its own merits based on the guidelines at 3 below.

2.6 Where the Registrar considers that an applicant does not meet the "fit and proper" criteria, the applicant may be provided with an opportunity to provide further information on the conviction and make representations on their behalf. Consideration will be given to any additional information supplied before a final determination is made.

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2.7 If an application is refused as a result of the "fit and proper" criteria, the applicant will be advised of the grounds for the refusal and advised of their right to appeal.

The Registrar will consider the following guidelines when considering ADI/AMI applications.

3. Road Safety Behaviour

3.1. **Objective** - To ensure potential ADI's/AMI's have respect for road safety regulations and laws in respect of their own driving and ownership of a vehicle.

3.2 **Evidence** - Consideration of convictions for motoring offences, (including more than 6 Penalty Points) at time of initial application, registration or when we are made aware of such during registration period. This includes points for offences such as speeding, drink-driving, dangerous driving, driving without a vehicle licence or insurance, careless/reckless driving.

4. Professional Behaviour

4.1 **Objectives** - To protect learner drivers from intimidation, harassment, or threatening behaviour on the grounds of gender, race, religion, age, sexual orientation, disability political opinion, persons with dependants and marital status.

To protect learner drivers, Agency Examiners and staff from unprofessional, aggressive or violent behaviour.

To protect learner drivers from inappropriate, or anti-social behaviour, such as the supply of illegal drugs or stolen goods.

4.2. **Evidence** - Consideration of convictions relating to offences such as violence, sexual crimes, intimidation, obstructing the police) and/or substantiated complaints of inappropriate behaviour or misconduct causing a learner driver or other relevant personnel to feel threatened, harassed or bullied.

5. Business Ethics

5.1 **Objectives** - To protect learner drivers from unscrupulous practices. To ensure that ADI/AMI services are delivered on a timely, competent and well-managed basis and as contracted.

To guard against the potential for ADIs/AMIs to defraud or misrepresent themselves to their customers, Inland Revenue, Social Services, Insurance Companies etc. .

5.2. **Evidence** - Consideration of convictions for fraud, dishonesty, misrepresentation of personal finances, bankruptcy, theft/robbery etc.

6. General Considerations

How serious is the conviction.

How long has the applicant had a clean record (more than 4 years would be a good indicator)?

If a conviction resulted in a custodial or suspended sentence, the applicant should have a clean record for 4 or more years from their date of release or the expiry of the suspended period respectively.

Was the conviction declared by the applicant on their application form?

The seriousness of the offence and its relevance to the profession, for example a conviction for violent or sexually violent crime could be regarded much more seriously than for claiming benefit while employed or breaching the peace.

Is there a pattern of one particular type of offence or a pattern of a number of offences?

Where an existing ADI/AMI is being assessed, the track record of that ADI/AMI will be taken into account.

It is important to note that ADI/AMI applicants are exempt from the Rehabilitation of Offenders Exception Order 1979 as accrued convictions are never regarded as 'spent'.

Appendix 4

DRIVER & VEHICLE AGENCY
APPROVED DRIVING AND MOTORCYCLE INSTRUCTORS

REQUIREMENT FOR INSTRUCTORS TO ADHERE TO GUIDANCE ISSUED BY THE REGISTRAR

The Road Traffic Order (Northern Ireland) 2007 sets out conditions of registration and includes a requirement that driving and motorcycle instructors must follow guidance issued by the Registrar.

The following documents have now been formally prescribed in legislation as guidance issued by the Registrar;

- Code of Conduct for Approved Driving Instructors & Approved Motorcycle Instructors;
- Guide to becoming an Approved Driving Instructor;
- Guide to becoming an Approved Motorcycle Instructor;
- ADI Conditions of Registration;
- AMI Conditions of Registration;
- An Instructor's Guide to Delivering Compulsory Basic Training (CBT) & Information Manual;
- CBT Conditions of Authority;
- Instructions included in the quarterly Update magazine and other written instructions issued by the Registrar.

Appendix 5

ADI TEST OF DRIVING ABILITY (PART 2)
VEHICLE SAFETY CHECKS

Advice and information on how to carry out vehicle safety checks will be found in the manufacturer's handbook, Highway Code and the appropriate DVSA driving skills publications.

Vehicle Safety Checks have always been part of the officially recommended syllabus for learning to drive.

COMBINATIONS OF QUESTIONS
Safety check questions for ADI Test of Driving Ability
(Part 2)
(5 Combinations)

You will be asked five questions, which will be a combination of 'show me' and 'tell me'. A driving fault will be recorded for each incorrect answer up to a maximum of four driving faults, If you answer all five questions incorrectly, a serious fault will be recorded.

Combination 1

- Identify where you would check the engine oil level and *tell me* how you would check that the engine has sufficient oil.

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

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

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

- Identify where you would check the engine coolant level and *tell me* how you would check that the engine has the correct level.

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

- *Show me* how you would check the parking brake for excessive wear. Make sure you keep safe control of the vehicle.

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

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

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

Combination 2

- *Show me* *how* you would check that the horn is working.

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

- Identify where the brake fluid reservoir is and *tell me* how you would check that you have a safe level of hydraulic brake fluid.

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

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

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

- *Tell me* *how* you would make sure your head restraint is correctly adjusted so it provides the best protection in the event of a collision.

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

- *Show me* how you would switch on the rear fog light(s) and explain when you would use it (them). Do not start the engine. (**No need to exit vehicle).**

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

Combination 3

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

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

- *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. Do not start the engine. **(No need to exit vehicle).**

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

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

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

- *Show me* how you would switch on the rear fog light(s) and explain when you would use it/them. Do not start the engine. **(No need to exit vehicle).**

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

- *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.

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

Combination 4

- *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, do so without starting the engine.

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

- *Tell me* how you would know if there was a problem with the anti-lock braking system. **(use only where system is fitted to test vehicle).**

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

- *Show me* how you would check that the horn is working.

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

- Identify where you would check the engine oil level and *tell me* how you would check that the engine has sufficient oil.

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

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

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

Combination 5

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

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

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

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

- Identify where you would check the engine coolant level and *tell me* how you would check that the engine has the correct level.

  Source: The Official DVSA Guide to Driving the Essential Skills.

NB: The manufacturer's handbook should also be consulted.

- *Show me* how you would clean the windscreen using the windscreen washers and wipers. Do not start the engine.

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

- *Tell me* how you would make sure your head restraint is correctly adjusted so it provides the best protection in the event of a collision.

  Source: The Official DVSA Guide to Driving the Essential Skills.
  NB: The manufacturer's handbook should also be consulted.

Appendix 6

ADI Test of Driving Ability (Part 2)
Test Report Form ADI 9

ADI9A Tests 1 and 2 Eyesight and Driving Technique

SAMPLE

DECLARATION
I Certify That

- The vehicle I have provided for the test is properly insured under the Road Traffic (Northern Ireland) Order 1981.
- I do/do no have to wear a seat belt under the provision of the Road Traffic (Seat Belts)(Northern Ireland) Order 1982.

Signature: Date:

Make & Model
Reg. Mark:
Dual Controls: Fitted: Not Fitted:
Candidates Name:
Ref. No: Licence Details Checked

		Driving Faults	S	D
1.0 Eyesight Test compliance with the requirements of eyesight test				
1.1 Safety Questions				
2.0 Ancillary Controls				
3.0 Precautions				
4.0 Controls				
4.1 Accelerator				
4.2 Clutch				
4.3 Gears				
4.4 Footbrake				
4.5 Handbrake				
4.6 Steering				
5.0 Move Away:				
5.1 Safely				
5.2 Under Control				
6.0 Emergency Stop				
6.1 Promptness				
6.2 Control				
7.0 Reverse to left	L			
7.1 Control				
7.2 Observation				
8.0 Reverse to right	R			
8.1 Control				
8.2 Observation				
9.0 Turn in the Road				
9.1 Control				
9.2 Observation				
10.0 Reverse Parking	C			
10.1 Control				
10.2 Observation				
11.0 Reverse Parking	R			
11.1 Control				
11.2 Observation				
12.0 Use of mirrors				
12.1 Signalling				
12.2 Changing direction				
12.3 Changing speed				
13.0 Give appropriate signals				
13.1 Where necessary				
13.2 Correctly				
13.3 Properly timed				

		Driving Faults	S	D
14.0 Response to signs and signals:				
14.1 Traffic signs				
14.2 Road markings				
14.3 Traffic lights				
14.4 Traffic controllers				
14.5 Other road users				
15.0 Use of speed				
16.0 Safe distance behind vehicles				
17.0 Maintain progress by:				
17.1 Driving at an appropriate speed				
17.2 Avoiding undue hesitation				
18.0 Junctions				
18.1 Approach speed				
18.2 Turning right				
18.3 Observation				
18.4 Turning Left				
18.5 Cutting Corners				
19.0 Judgement When:				
19.1 Overtaking				
19.2 Meeting traffic				
19.3 Crossing traffic				
20.0 Positioning:				
20.1 Normal driving				
20.2 Lane discipline				
21.0 Clearance to Obstructions				
22.0 Pedestrian Crossings				
23.0 Position for normal stops				
24.0 Awareness and Planning				
TOTALS				

Examiner Took Action:- 25.1 Verbal **25.2 Physical**

26.0 Result of Test **Pass** **Fail**

Examiner's Signature:

Examiner's Name and Number:

Authorised by the Department of Environment (NI)

Oral Explanation Offered Yes No Oral Explanation Given Yes No

Test Centre: Date:

Test Time: Depart: Return:

11. Annexes

Annex 1

RECOMMENDED READING LIST

- The Official Highway Code for Northern Ireland
- Know Your Traffic Signs
- The Official DVSA Guide to Driving – The Essential Skills
- The Official DVSA Guide to Hazard Perception
- Your Guide to becoming an Approved Driving Instructor (ADI) & Information Manual (DVA)
- The Driving Instructors Handbook (Kogan Page)
- Practical Teaching Skills for Driving Instructors (Kogan Page)
- The Motor Vehicles (Driving Licences) Regulations (NI) 1996
- The Motor Vehicles (Driving Instruction) Regulations (NI) 2010
- DL8 – Certificate of Passing a Test of Competence to Drive
- DL9A – Driving Test Report including fault explanatory note
- DL3 – Practical Driving Test Appointment Application
- Practical Driving Test Appointment Letter
- The DVSA publication 'The Official DVSA Guide to Learning to Drive'
- ADI 9A – Test 1 and 2 Eyesight and Driving Technique
- ADI 22 – Instructional ability Assessment Form
- Can drivers really teach themselves by Ian Edwards – ISBN 978-0-9569711-04

All the above publications can be obtained through any good book store or ordered on line.

Annex 2

Below is a full list of the Agency's Test Centre locations, contact telephone numbers and other useful contact details:

Armagh 47 Hamiltonsbawn Road BT60 1HW Tel: 028 3752 2699	**Ballymena** Pennybridge Industrial Estate Larne Road BT42 3ER Tel: 028 2565 6801
Belfast/Headquarters Hydebank House 4 Hospital Road Ballydollaghan Belfast or BT8 8JP	**Belfast/Dill Road** Castlereagh
Coleraine Loughan Hill Industrial Estate Gateside Road BT52 2NU Tel: 028 7034 3819	**Cookstown** Sandholes Road BT80 9AR Tel: 028 8676 4809
Craigavon Diviny Drive Carn Industrial Estate BT63 5RY Tel: 028 3833 6188	**Downpatrick** Cloonagh Road Flying Horse Road BT30 6DU Tel: 028 4461 4565
Enniskillen Chanterhill BT74 6DE Tel: 028 6632 2871	**Larne** Ballyboley Road Ballyloran BT40 2SY Tel: 028 2827 8808
Lisburn 1 Enterprise Crescent Knockmore BT28 2BP Tel: 028 9266 3151	**Londonderry** New Buildings Industrial Estate Victoria Road BT47 2SX Tel: 028 7134 3674
Mallusk Commercial Way Hydepark Industrial Estate BT36 8YY Tel: 028 9084 2111	**Newry** 51 Rathfriland Road BT34 1LD Tel: 028 3026 2853
Newtownards Jubilee Road BT23 4XP Tel: 028 9181 3064	**Omagh** Gortrush Industrial Estate Derry Road BT78 5EJ

FEES INFORMATION LINE TEL: 08457 581416
(All calls charged at local rate)

12. Glossary

Glossary of Terms

ADI	Approved Driving Instructor
AMI	Approved Motorcycle Instructor
ANI	Access Northern Ireland
BSU	Business Support Unit (Deals with all ADI, PDI, AMI & PMI issues)
DfI	Department for Infrastructure
DVSA	Driving & Vehicle Standards Agency (Mainland UK)
DVA	Driver & Vehicle Agency (Both Testing & Licensing)
MPH	Miles Per Hour
KM/H	Kilometres Per Hour
MAM	Maximum Authorised Mass
PDI	Potential Driving Instructor
PMI	Potential Motorcycle Instructor
PST	Pre-Set Test (Refers to ADI qualifying examination)
Q&A	Question and Answer Technique

Test Forms

ADI9A	Test of Driving Ability Report Form
ADI22	Test of Instructional Ability Report Form
ADI26CT	Test of Continued Ability to Instruct Report Form (Check Test)
DL8	Practical Driving Test Pass Certificate
DL9A	Practical Driving Test Report Form
DL3	Practical Driving Test Appointment Letter

13. References

- DT1 – Notes for Guidance for Driving Examiners
- Motor Vehicles (Driving Instruction) Regulations (Northern Ireland) 2010
- Motor Vehicles (Driving Licences) Regulations (Northern Ireland) 1996
- The Official DSA Guide for Driving Instructors (Out of print)
- The Official DSA Guide to Driving – the essential skills
- The Official DSA Theory Test for Drivers
- Your Guide to becoming an Approved Driving Instructor (ADI) & Information Manual (DVA)

Web Sites

www.accessni.gov.uk

www.nidirect.gov.uk/motoring

www.direct.gov.uk/travel