

C A R E 2 D R I V E

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Ten standards check myths, busted

The ten things instructors tell each other in test centre car parks, and why each one is wrong.



Ten myths

What is really on the form

Three things to try



3 pages · PDF · for approved driving instructors

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Ten standards check myths, busted

What makes the standards check feel uncertain is rarely about ability. It is about mystery, and most of the mystery is made of things instructors tell each other in car parks. Here are the ten that come up most often, and what the form actually says.

1. Myth: "The check is designed to catch me out."

They want to watch a normal lesson. The best thing you can do is teach one.

2. Myth: "I need to deliver the perfect lesson."

There is no perfect lesson on the form. There is planning, safety and learning. Whatever comes up, handling it well is teaching, and the form has room for that.

3. Myth: "I should script it with a pupil who will perform."

Rehearsed lessons are obvious and brittle. The moment reality deviates from the script, a scripted instructor has nowhere to go.

4. Myth: "A quiet pupil will sink me."

The form marks how you work with the human you brought, not how chatty they are.

5. Myth: "If my pupil makes mistakes, I lose marks."

Whatever a pupil does is teaching material, and working through it together is the lesson.

6. Myth: “Talking a lot shows I am teaching.”

The form is looking for the pupil doing the thinking, and that needs room to happen in.

7. Myth: “I must not intervene or it looks bad.”

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9. Myth: “The check tests my driving.”
It tests your instruction. Your part 2 days are behind you.

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10. Myth: “Everyone else finds this easy.”

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What is actually on the form.

Seventeen competencies, in three groups: lesson planning, risk management, and teaching and learning strategies. Each scores 0 to 3, giving 51 points. Risk management is the one that can end it early, because a serious safety concern stops the assessment however well the rest is going.

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Three things worth doing this week

1. Score yourself against one competency, honestly.

Pick the one you feel least sure of. Teach a normal lesson. Afterwards write down what your pupil did that showed it was understood. If you cannot write anything, that is the answer, and it is a useful one.

2. Ask one question and then say nothing.

Count the silence. Most instructors fill it in under two seconds. The thinking your form wants to see happens in second three onwards.

3. Tell your pupil what you are working on.

"I am practising asking more and telling less, so tell me if I start explaining again." Pupils are generous about this, and it makes the habit stick faster than any course.

The competency I am least sure of

What my pupil did that showed it was understood

These ten myths come from book two of three.

The Standards Check Instructor Series: the Guide explains what the standard is and why it exists, the Workbook builds it into your lessons one competency at a time, and The Coaching Instructor grows the skill underneath all seventeen. care2drive.co.uk

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