

PPLDT02

Design learning programmes for learner drivers/riders



Overview

This NOS uses a 'client-centred' learning approach. It is about maximising learning by taking into account the status, prior experience and particular needs of the learner.

This NOS assumes that any trainer should be able to respond to the needs of any individual who wishes to be trained. It is unreasonable to expect a trainer to understand, and be able to respond to, the specific needs of every type of special need. However, they should be able to actively manage the process of finding alternative support in these circumstances.

Trainers may be following outline programmes designed by others. As a learner-centred trainer, however they must be able to adjust an outline programme to meet the needs of the learner by;

- taking prior learning into account
- identifying any issues or opportunities as the training progresses.

You must also understand how adjustments will affect the learning outcomes of the programme. You must make sure that no learning outcomes are missed and that learning opportunities are maximised.

Who this NOS is for

This NOS is for people who train learner drivers/riders of all vehicles.

PPLDT02

Design learning programmes for learner drivers/riders

Performance criteria

- You must be able to:*
- P1 confirm that the learner holds a provisional or full licence for the category of training vehicle
 - P2 confirm that the learner's eyesight meets licence requirements
 - P3 identify the learning needs of the learner, their initial learning status and any special needs, including any need for in-vehicle adaptations
 - P4 transfer the learner to an appropriate colleague where their learning needs exceed your competence such as. learners with physical or cognitive disabilities with which you are not familiar, or where you cannot provide a suitably adapted vehicle
 - P5 plan an outline programme that delivers equal opportunities and access to learning, including one to one and group based sessions where suitable
 - P6 create lesson plans for each session that outline learning objectives, identify any resources needed and take into account any additional needs
 - P7 make sure that any resources in the plan will be available including e-learning and third-party providers
 - P8 include competent third parties, where this will benefit the learner
 - P9 agree roles and responsibilities of any third-party providers, including how they will record and pass on relevant information
 - P10 where accompanying driver/riders are involved, specify how that can best support each stage of the programme
 - P11 where applicable specify how parents, guardians, partners or carers can support learners with physical or cognitive disabilities
 - P12 specify how you will review learner progress and programme effectiveness

PPLDT02

Design learning programmes for learner drivers/riders

Knowledge and understanding

You need to know and understand:

- K1 the content and principles of the relevant standards set by the regulatory body
- K2 the requirements of licence acquisition for the vehicle being used
- K3 the requirements of any other formal, post-test assessment of driving competence
- K4 the range of prior-learning inputs that can contribute to the learning process and how they can be reflected in the way the learner is taught
- K5 the range of specific needs that learners might have and their broad implications for driving or riding the training vehicle
- K6 how cultural and religious factors may affect the options available to support the learning process
- K7 the options available for including non-vehicle-based or third-party learning inputs in the learning programme
- K8 best practice tools, techniques, exercises and activities available to support transfer of ownership of the learning process and delivery of desired learning outcomes
- K9 the ethical issues involved in the use of psychometric tools
- K10 the learning resources available to support driver/rider learning in general and those with specific needs in particular
- K11 how to draw up learning programmes which cater for different learning styles and needs
- K12 how to plan routes for on-road training sessions that provide safe, legal and effective learning opportunities
- K13 how to manage effective working relationships with other providers
- K14 the law on accompanying driver/riders
- K15 how to maximise the contribution of an accompanying driver/rider to a learning programme
- K16 where appropriate, how to foster effective relationships with the parents, guardians, partners or carers of learners with physical or cognitive disabilities
- K17 how to monitor and review learning programmes in the light of:
 - K17.1 learners' changing needs
 - K17.2 learners' progress
 - K17.3 any formative assessment requirements
- K18 how to gather the learners' views of the learning process;
 - K18.1 formally and informally
 - K18.2 while maintaining confidentiality and trust
 - K18.3 while remaining within the stated learning objectives
- K19 how to manage confidentiality and data security requirements for learning programmes

Additional Information

Glossary

Your organisation	This is the company you work for or, if you are self-employed, the rules you have set for yourself to ensure that you comply with relevant legal and licensing requirements
Vehicle	This may refer to any car, van, lorry, bus, coach, motorcycle, moped, scooter or any other motor vehicle
Driver/rider	This includes drivers or riders of all vehicles
Learner	This term can indicate novice, partly trained, trained or experienced drivers/riders including those who may be adding a licence category
In-vehicle adaptations	Vehicle adaptations as outlined in 3 rd EC Driving Directive 2006/126/EC could include; Modified transmission, Modified braking systems; Modified accelerator systems; Modified combined braking and accelerator systems; Modified control layouts (Lights switches, windscreen wiper/washer, horn, direction indicators, etc.); Modified steering; Modified rearview mirror(s); Modified driver seat; Modifications to motorcycles
Additional Needs	Additional needs could include: reduced concentration spans, fatigue due to physical conditions, the need for an interpreter, the need for vehicle adaptations
Specific Needs	Specific needs as outlined in 3 rd EC Driving Directive 2006/126/EC could include: Sight correction and/or protection; Hearing aid/communication aid; Prosthesis/orthosis for the limbs; Limited use (driving subject to restrictions for medical reasons)
Cultural and religious factors	Could include: inability to attend sessions on particular days of the week; sensitivities about making eye-contact; the belief that it is 'bad manners' to contradict the teacher
Learning styles and needs	Could include: literacy issues; numeracy issues; language issues; physical disabilities; cognitive disabilities

PPLDT02

Design learning programmes for learner drivers/riders

External Links

The contents of this NOS relates directly to the Driver Standards Agency National Driver/Rider Training Standard

PPLDT02

Design learning programmes for learner drivers/riders

Developed by People 1st

Version number 1

Date approved January 2013

Indicative review date January 2018

Validity Current

Status Original

Originating organisation People 1st

Original URN PPLDT02

Relevant occupations Transportation operations and maintenance; Driver Trainers; Driving Instructors

Suite Driver Training

Key words Driving; training; learning; DSA