

Risk Management: Competence No.1

This first competence under Risk Management asks, 'Did the trainer ensure that the pupil fully understood how the responsibility for risk would be shared?'

Now, Risk is present in every aspect and task around the goal that the pupil needs to accomplish when learning to drive. So, when you share the responsibility for a task, you are also sharing the safety aspects and risk around the task.

Throughout the lesson, you are responsible for risk management and keeping everyone safe, but as their trainer, you also have a responsibility to transfer that responsibility to the pupil, sharing tasks and responsibility for what you have both agreed needs to be done.

You should be managing this 'balance of responsibility', making sure the pupil understands where the responsibility lies and who is going to do what and when. This will change throughout the lesson and from lesson to lesson as the pupil progresses and is able to take on more responsibility around their learning.

Here are some examples of when you should remind the pupil, so they understand how responsibility for the risk is shared.

Firstly, you should do this at the beginning of every lesson including any Part 3 or Standards check assessments.

Now, in the early stages of learning to drive it's important that you start the process of helping the pupil understand the seriousness of the risks involved and the role, they play in managing the risk. You need to discuss the roles and responsibilities and how tasks would be shared. And the pupil needs to understand that at all times that you expect them to drive as carefully and responsibly as possible. That you will expect them to be aware of other road users and to be in control of the car.

Make sure that they understand how you can help them. That you have dual controls and the ability to take control of the car in an emergency, but you will only use these controls when you feel that they are not dealing with the situation themselves. You need to make sure they understand that if that happens, you will pull over and talk about it so they can learn from the experience and understand for next time.

So, at the beginning of every lesson, and before the pupil drives off to work on the task you should remind them of what those roles and responsibilities are with a simple statement.

Further along in the pupils learning when their understanding is greater you may well simplify to statement to something along the lines of...

Ok, before you move off, I just want to remind you that you are responsible for the drive and managing the risks around what you have agreed you are going to do. If I have to use the duals controls in an emergency, then I will. But I will always ask you to pull over to discuss why so you can learn from the experience.

The important thing here is that your pupil understands what is expected of them. So a short chat about interventions with a learner you have been working with for a while would be ok.

These types of statements at the beginning of the lesson will also remind them that they are now in a professional learning environment and the focus is now on their performance and their lesson.

Now, if you have a pupil who has passed their driving test but has asked you to give them some additional training in their own car, then in this situation you might say something like:

'Ok, you've passed your test, so you are taking full

responsibility for our safety. I will be talking to you from time to time, but I will try to keep that to a minimum so that I don't distract you. If I am quiet do not worry; that just means I am comfortable with what you are doing. I will let you know if I see any risk that you appear to have missed.'

Ok, so that covers what you need to be saying at the beginning of a lesson, however, just having opening statements like these, is not all that is involved in meeting this competence.

You should be managing responsibilities and risk throughout the lesson. So, let us say, for example, your pupil makes a mistake carrying out a manoeuvre. Make sure you find an opportunity to analyse that mistake with the pupil.

Discuss what happened, what went well, what did not go so well and what they might do differently next time. Analyse the risks and consequences around what they did and what help they might need from you (if any) when they try again. By doing this you are deciding on how the responsibility for the risk would be shared.

At this point, you should provide the pupil with clear confirmation of what you have just agreed around each of your roles and what you are going to do next.

So, for example, if the pupil wants to try it again on their own, you might say:

'Ok, let us try that manoeuvre again. As agreed, I won't say anything. You have the responsibility for trying again, try to remember what we have just been talking about.'

On the other hand, you might have agreed with the pupil that you take back some control and the pupil wants you to talk them through each step.

So, in this situation, you might say:

'Ok, Let us try that again. As agreed, I am going to talk you through it this time. Just follow my instructions.'

So, make sure you are working with the pupil to decide the best way of tackling the problem, giving them as much help as they need.

That might mean a temporary change in the 'balance of responsibility'. The important thing is that the pupil knows what is expected of them.

When taking a Part 3 or Standards Check assessment, you should not assume that the examiner knows that the issue of risk management has been dealt with. Even if you and the pupil have had discussions about risk before the assessment, you must show that you are actively managing the issue for assessment purposes.

Here are some indications that all the elements of this competence are in place during your lessons and the assessment:

Firstly, you are showing competence if you are discussing risk as part of your lessons and asking the pupil what is meant by risk and the sorts of issues that create risk, such as health conditions and the use of alcohol or drugs for example.

You also show competence when you explain clearly what is expected of the pupil and what the pupil can reasonably expect of you when you are managing task and the responsibilities. When you check that the pupil understands what is required of them when there is a change of plan or they are asked to repeat an exercise.

Here are some indications where there is a lack of competence in this area including.

Completely, failing to address the issue of risk management. Giving incorrect guidance about where responsibility lies.

If you fail to explain how dual controls will be used. Remember, your pupil should be reminded about responsibilities and Risk every lesson. And the use of the dual controls should be part of that discussion.

Also, as their trainer, you there to guide and teach safe and responsible driving for life. So, you should not make any comments that undermine the pupil's commitment to being safe and responsible. For example, by agreeing with risky attitudes to alcohol use. You should also discuss risky attitudes expressed by the pupil and how they impact on safe driving for life.

Finally, around roles and responsibilities. You will show a lack of competence if you ask the pupil to repeat a manoeuvre or carry out a particular exercise without making sure that they understand the role you are going to play.

OK, that brings us to the end of this first competence in Risk Management. In my next video, I am going to talk about competence No.2 which is 'Were directions and instructions given to the pupil, clear and in good time?

Indications that all the elements of competence are in place could include:

- asking the pupil what is meant by risk
- asking the pupil what sorts of issues create risk, such as the use of alcohol or drugs
- explaining clearly what is expected of the pupil and what the pupil can reasonably expect of the ADI
- checking that the pupil understands what is required of them when there is a change of plan or they are asked to repeat an exercise

Indications of lack of competence include:

- failing to address the issue of risk management
- giving incorrect guidance about where responsibility lies for management of risk
- failing to explain how dual controls will be used
- undermining the pupil's commitment to being safe and responsible, e.g. by agreeing with risky attitudes to alcohol use
- asking the pupil to repeat a manoeuvre or carry out a particular exercise without making sure that they understand what role the ADI is going to play