

## Risk Management: Competence No.3

This third competence in Risk Management asks: **'Was the trainer aware of the surroundings and the pupil's actions?'**

This is a very short video on this competence, but it touches on one of the most important skills an ADI should possess, Awareness. How aware you are of what is happening inside and outside the car can dramatically impact not only on your performance, but your pupil's performance and massively impacts on risk and safety.

I want you to think back to your driving test or your part 2 instructor test and how focussed you were on the drive. As part of the pupil's goals they are learning that same degree of engagement with hazards and the road ahead, and you are helping them with that.

When you are training, if you don't keep a check on it, over time it is easy to be drawn into the human compulsion to focus your gaze more outside the car because that's where your brain tells you the immediate dangers are. However, the obvious thing to say here is that when training, you are not the driver, and how you avoid those dangers is down to the actions of the pupil and your input to help them manage the risks. So, how will you know if the pupil is actively planning or in the process of taking action, if you are not also focussed also on them?

Your skill as a trainer, and vital in risk management, is to think and plan ahead, monitor, observe, and process not only what's happening outside the car. But also observe your pupil to see where they are looking, what their hands and feet are doing, and to be aware of what is happening inside the car. If you are consistently using these awareness skills you are more likely to take appropriate verbal or physical activity if it's needed to help the pupil with their learning and reduce the risk.

Being aware of how your pupil is coping is also a vital part of being client-centred as you are assessing not only your pupil's physical actions but also their thoughts, feelings, and emotions around what is happening.

You need to consider it may not be obvious that everything is ok. Just because your pupil looks and seems ok are they? What might be happening underneath that seemingly calm exterior?

So, make sure you look for indications of how your pupil might be coping and feeling. For example, what is their body language telling you? Do they look comfortable? anxious, nervous. How are they verbalising what they are doing? What are they saying? Are they saying anything or are they very quiet?

These are all insights into what your pupil may be thinking that you need to pick up on and discuss with your pupil when you pull up to review their performance.

So, again how will you know if the pupil is actively planning or in the process of taking action or reacting to situations if you are not also focussed also on them?

Ok, in summary here are the things that should naturally be within your training, that show competence to an examiner when they are assessing you for your part 3 or standards check.

So, number one, make sure you are taking in the outside world as well as observing the actions of the pupil. Number 2 make sure you are aware of the pupil's comments and body language. Number 3 make sure you judge whether your pupil's actions are suitable in any given situation, and finally, Number 4 respond accordingly to manage the risk.

As this area can seriously impact on Risk and safety, any serious lapses here are likely to lead to a 0 on the examiners marking sheet.

Ok, that brings us to the end of this competence in Risk Management. In my next video, I'll be looking at competence No.3 which is: 'Was any verbal or physical intervention by the trainer timely and appropriate. 'failing to recognise when the ADI's input is causing overload or confusion

This question lies at the heart of the ADI's professional skill. They should be able to:

- take in the outside world
- observe the actions of the pupil, including comments and body language
- judge whether those actions are suitable in any given situation
- respond accordingly
- Any serious lapses in this area are likely to lead to a 0 marking.