

MiDAS

Driver Assessor/Trainer's Pre-Course Workbook



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Version 1.1

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This workbook has been designed to help you to prepare for MiDAS DAT's Training Course. It takes approximately an hour to complete it depending on your existing knowledge and experience.

Contents

- 1 Selection of Driver Assessor/Trainers – Notes for Managers
Read this first – you may want to show it to your manager
- 2 MiDAS Driver Assessor/Trainer Assessments
Explains the assessments that you will have to pass to successfully complete the course
- 3 Driving Self-Assessment Checklist
To help you to identify your own driving faults
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- 5 So You Want to be a Trainer?
Advice on how to prepare to deliver training to drivers
- 6 Using PowerPoint – A Tutorial
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The equipment you need to deliver MiDAS driver training programme
- 8 Pre-course questions – these are separate documents sent with this Workbook.
Please answer the questions using the MiDAS Driver's Handbook as reference. **These questions must be completed and brought to the course.** They will be used to assess your knowledge and understanding.

**Please read this section carefully.
You may wish to show it to your manager**

The role of Driver Assessor/Trainer is a very responsible one, which as the name suggests, calls for a combination of skills. Good minibus driving skills are essential but it is equally important to have a proven ability to help others to learn.

The checklist below lists the skills and qualifications anyone wishing to join a MiDAS Driver Assessor/Trainer's course should have.

The induction course to become a MiDAS Driver Assessor/Trainer does not train people how to train others. It shows people who already have the ability to train others how to set up and run the MiDAS programme for minibus drivers.

To successfully complete the course a candidate must attend a number of training sessions and pass three* assessments:

- a driving assessment
- a theory assessment
- an assessment of their ability to train others.

Once qualified it is vital that a Driver Assessor/Trainer is given the time and resources to run the MiDAS system of driver assessments and training. This could take anything from a few hours a month up to a full time post depending on the numbers of drivers.

We have divided the skills and qualifications needed by a MiDAS Driver Assessor/Trainer into two categories; essential and desirable.

* *Candidates who will be training drivers of accessible minibuses will be required to undertake an additional assessment of their ability to demonstrate safe practice when assisting a wheelchair user to use a minibus.*

Category	Requirements	<u>Essential</u>	<u>Desirable</u>
General	<p>Willingness to support the MiDAS approach to minibus safety</p> <p>An awareness of diversity and equal opportunity issues in transport and training</p> <p>Commitment to incorporate diversity and equal opportunity strategies when delivering training</p> <p>Ability to communicate effectively with people from different backgrounds</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Driving Experience	<p>Current driving licence with minibus entitlement</p> <p>Recent minibus or large vehicle driving experience</p> <p>Meet the requirements of your minibus insurers</p> <p>Tested PCV (D or D1) licence holder</p> <p>MiDAS minibus driver certificate holder</p> <p>RoSPA or IAM minibus driver certificate holder</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Assessing and Training Skills	<p>Ability to assess competence against given criteria</p> <p>Ability to prepare short training courses from given resources</p> <p>Ability to monitor and evaluate the effectiveness of the training delivered</p> <p>Ability to deliver short training courses to groups and individuals from diverse backgrounds</p> <p>Experience of assessing and/or training passenger vehicle drivers</p> <p>Knowledge of minibus legislation</p> <p>Knowledge of health and safety legislation and the Highway Code</p> <p>Ability to recognise unsafe practice</p> <p>Ability to demonstrate good practice</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Disability Awareness (for those wishing to train drivers who work with disabled people)	<p>Knowledge of minibus passenger safety issues for disabled people</p> <p>Working with disabled people</p> <p>Experience of providing a transport service for disabled people</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

In this section we explain the assessments you will need to pass to successfully complete the course

In order to pass a MiDAS Trainer's course

- You must pass a multiple-choice assessment with a pass mark of 80% based on the course material.
- You must pass a minibus driving assessment lasting approximately 1 hour.
- You must give a ten minute classroom based presentation to a maximum of 8 people. You will be assessed using the following criteria:
 - Demonstrating a thorough subject knowledge
 - Communicating clearly throughout
 - Effectively using visual aids
 - Encouraging appropriate trainee participation
 - Ensuring that key points are understood

For your Presentation Assessment, if you are training as a 'Standard' Trainer (your drivers will not be transporting people with disabilities) you can choose a topic from the following:

SECTION A:

Passenger Consideration & Vehicle Sympathy

Use of Mobile 'Phones & Driver Fatigue

Personal Safety For Drivers

Breakdown, Collision And Emergency Procedures (15 minutes allowed)

The Safety Gap and Use of Speed

Mirrors and Blind Spots

Vehicle Familiarisation

You may prepare your presentation before the course, if you wish to, using the guidance in this booklet.

For those who wish to become Driver Assessor/Trainers of drivers of accessible vehicles:

- For your Presentation Assessment, you may choose from Section A (on the previous page) or Section B below:

SECTION B

Assisting People Who Are Blind Or Have Impaired Sight

Assisting People Who Are Deaf Or Have Impaired Hearing

Assisting People Who Have Walking Difficulties

Wheelchair Familiarisation and Safe Wheelchair Handling

Safety When Using Passenger Lifts

Legal Requirements Surrounding The Transport of Passengers in Wheelchairs

- You will also need to complete a **Practical Skills Assessment**. This means that by the end of the course you need to be able and confident in demonstrating the safe transport of passengers who travel seated in their wheelchairs. This will include a demonstration and explanation of:
 - Safe positioning & preparation of the vehicle before using the lift or ramp
 - Correct use and stowage of a passenger lift or ramp
 - Correct use of wheelchair tie-down equipment
 - Correct use and positioning of a wheelchair passenger safety belt
 - Current best practice in relation to Health and Safety, Manual Handling and passenger awareness

We expect you to already have experience of transporting people with disabilities by minibus. In the Practical Skills Assessment we are ask you to demonstrate to others 'how to do it' safely.

As a Driver Assessor / Trainer you will need to demonstrate a high standard of driving to the drivers you are training.
Use this checklist to analyse your driving habits.

The checklist overleaf will help you recognise the standard expected of other drivers and assist you in the assessment procedure.

Place a cross in the first column for each of the things that you think that you don't do consistently when you drive. Next time that you drive for any length of time, analyse your driving and afterwards place a cross in the second column for each of the things that you didn't do consistently. Copy this sheet and repeat exercise this until you have a clean sheet.

Then you will be able to demonstrate the high standard of driving required of a Driver Assessor/Trainer. It will help you to pass the Driving Assessment that forms part of the course.

Safety	X	X
Perform vehicle safety checks		
Check all around vehicle before getting in		
Ensure that all windows are clean		
Check for handbrake and neutral		
Check seat position; adjust if necessary		
Check all mirrors; adjust if necessary		
Familiarise with controls if necessary		
Fit seat belt		
Check warning lights when starting		
Start engine with clutch depressed		
Behaviour		
Obey all traffic laws and road markings		
Manoeuvre through complex junctions and busy traffic safely and smoothly		
Concentrate on driving (e.g., not eating etc.)		
Remain calm and confident when driving		
Safety Margins		
Leave safe gap from vehicle ahead (at least 3 seconds)		
Slow down slightly if driver behind is tailgating		
Drive in centre of lane		
Leave a safe gap on each side of vehicle		
Avoid driving in other drivers' blind spots		
Stop a car's length from the vehicle in front		
Stop just before stop lines		
Use proper procedures at all types of junctions		
Park within 6in (15cm) of kerb		
On a hill, park with wheels turned so vehicle will roll into the kerb and apply handbrake		
Observation		
Scan before and during at every turn		
Scan before and during every lane change		
Use rear-view and side mirrors every few seconds		
Use rear-view mirror before and after slowing		
Look to left and right at all junctions, even if driving through		
Use side mirrors before and after moving in		
Look well ahead for hazards (far, middle and near distance)		
360-degree check before moving off and		
Maintain observations during manoeuvres		

Speed Control	X	X
Always be able to stop in the distance that can be seen to be clear		
Use accelerator sense to control vehicle		
Maintain legal speed limit or appropriate speed, depending on conditions		
Anticipate enforced stops e.g. traffic lights		
Slow down before bends and accelerate coming out		
Fully stop at all stop signs		
Use of Controls		
Use brake, clutch and accelerator smoothly		
Travel in correct gear for performance and economy		
Engage handbrake when appropriate		
Position hands correctly on the steering wheel		
Maintain proper control of steering wheel		
Avoid unnecessary, intermediate gear-changes		
Communication		
Use signals correctly before turning and changing position		
Signal in good time (at least 3 flashes)		
After the turn, ensure that signals cancel		
Make eye contact with other road users		
Use the horn and headlights appropriately		
Hazard Perception		
Scan for people in parked cars, opening car doors, children by the roadside, etc.		
Slow down or increases the gap when vision blocked (e.g., a large vehicle ahead)		
Slow down before a hill or sharp bend when visibility is limited		
Slow down in poor road conditions (e.g., gravel, puddles or ruts)		
Respond to warnings e.g. school signs		
Position vehicle to avoid potential hazards e.g. car doors		

Date of Drive:

Some advice on giving demonstration drives with a commentary

Giving a commentary whilst driving is probably the best way to improve your driving skills without having to take formal driving lessons.

A commentary can

- Make you look further ahead
- Make you scan for hazards
- Help you maintain your concentration
- Help you prepare for changing situations.

Giving a commentary whilst driving can be difficult at first, but as you get used to putting into words something that you have done automatically for years, it will become much easier and it is then that your driving will improve.

Giving a commentary is straightforward but does take a little practice. MiDAS looks at three different types of commentary:

- One-way commentary – where you do the talking and your trainee listens
- Two-way commentary – where you introduce a few questions so that your trainee does some thinking. This is generally a more effective way for them to learn.
- Coaching commentary – where you are teaching a trainee a particular skill or technique.

In this booklet we will look briefly at the one-way and two-way commentaries. You will learn more about how to use the coaching commentary when you attend the course.

A One-Way Commentary

Here you do the talking – “talking whilst driving”. It will help if you practise this in the weeks before coming on the course. You can do this on any drive you do, to work, to the supermarket etc.

It will help if you follow these steps

1. Say out loud the hazards that you see whilst driving along. For example: “Traffic lights on red” “Pedestrian waiting to cross” “Approaching a school.”
2. Start with those hazards farthest away and work towards the vehicle you are driving and scan your observations from side to side whilst doing so.

3. When you can keep this up, move on to saying what you are going to do about the hazards that you identify e.g.
 - “Traffic lights on red. I will look in my mirrors and stop smoothly, a safe distance from the car in front.”
 - “Pedestrian waiting to cross. I will look in my mirrors and blind spot, move away from the kerb slightly, ease off the accelerator and cover the brake.”
 - “Approaching a school, I will look in my mirrors, slow down and engage 3rd gear.”

This is too much to say at every hazard that you encounter and so as you improve, you will learn to pick out the most important elements and develop a slang of your own, such as: “Pedestrian, mirror, shoulder, move out, ease off, cover brake.”

Because it takes longer to say it than to think it, you will have to start speaking early and therefore look farther ahead than you usually do and slow down a little when approaching hazards; both of these things are conducive to good driving.

How much should you say?

It is easy to try and say too much! A non-stop commentary (think in terms of horse-racing commentators on the TV) is fast-paced and it can be a struggle to take in everything they say – there’s too much information, delivered too quickly. This is not what you’re aiming for! If there are some gaps in your commentary, that’s fine.

Demonstration and Commentary Driving

Giving a demonstration drive with a commentary is slightly different than giving a commentary just for your own benefit.

The intention of a demonstration drive is to show or to teach somebody something: if you have an inexperienced minibus driver in the passenger seat, you will probably want to teach them about how to position the vehicle for left turns. In this case:

Don’t give a commentary about road conditions and pedestrians waiting to cross the road but keep it relevant to the task in hand i.e. turning left.

Draw the trainee’s attention to what you are about to do and how you are about to do it, for example:

- “Watch as I prepare to turn left.
- “I am looking in my mirrors and blind spots
- “So I don’t clip the kerb with the back wheel, I am going to turn a little later and sharper than I would in my car and so I am moving out slightly to get a better position to turn
- “I will slow down early and then take 2nd gear well before I get to the turn
- “I am looking in my mirrors and blind spots again
- “Look at my positioning now
- “As I make the turn, I will check in my passenger-side mirror to check that I missed the kerb with room to spare.”

Done properly, a demonstration drive with commentary is a very effective training tool.

A Two-Way Commentary

Having practised your one-way commentary you can think about giving a two-way commentary – where you do the driving and introduce questions into your commentary. Think about what you could ask your trainee.

Taking one of the examples of hazards we used earlier:

- Approaching a school...

Question: “Can you see the school ahead? What should I be doing”

Driver’s answers (hopefully): “Look in your mirrors, slow down, change down to 3rd gear...”

OR:

Question: “What should I do before slowing down?”

Driver’s answer: “Look in your mirrors”

The two-way commentary is largely about knowing the right questions to ask. When you come on the course, you’ll learn more and have the opportunity to practise this from behind the wheel.

- Begin by developing your own ‘one-way’ commentary
- Once proficient, you can adapt your commentary into a two-way or coaching style of commentary
- Practise both styles to improve your driving and teaching technique
- Consider how you can involve your trainee by asking questions like “What types of hazard should I expect on this type of road” and “What do you think I should be doing about the roadworks ahead?”

Some advice on how to prepare to deliver training to drivers

So You Want To Be A Trainer?



Teaching brings about changes in peoples' knowledge and understanding

Training brings about changes in peoples' behaviour

You must be able to teach in order to train well

And if the Learner isn't Learning, the Teacher isn't Teaching

The Secret of Teaching for Beginners

Tell a story, preferably including people, that has a beginning, middle and an end and make it interesting. Introduce it by telling the group of trainees what you are about to cover and round it off by recapping what you have just said. If you can do this clearly, logically, enthusiastically and involve your group of trainees, you can give a good presentation.

REMEMBER

This is a secret so.... ssshhhhh

This story is about you and your group of trainees. No one in your group of trainees has ever driven a minibus before and you are going to teach them how to do it safely.

“But where do I start?” you ask.

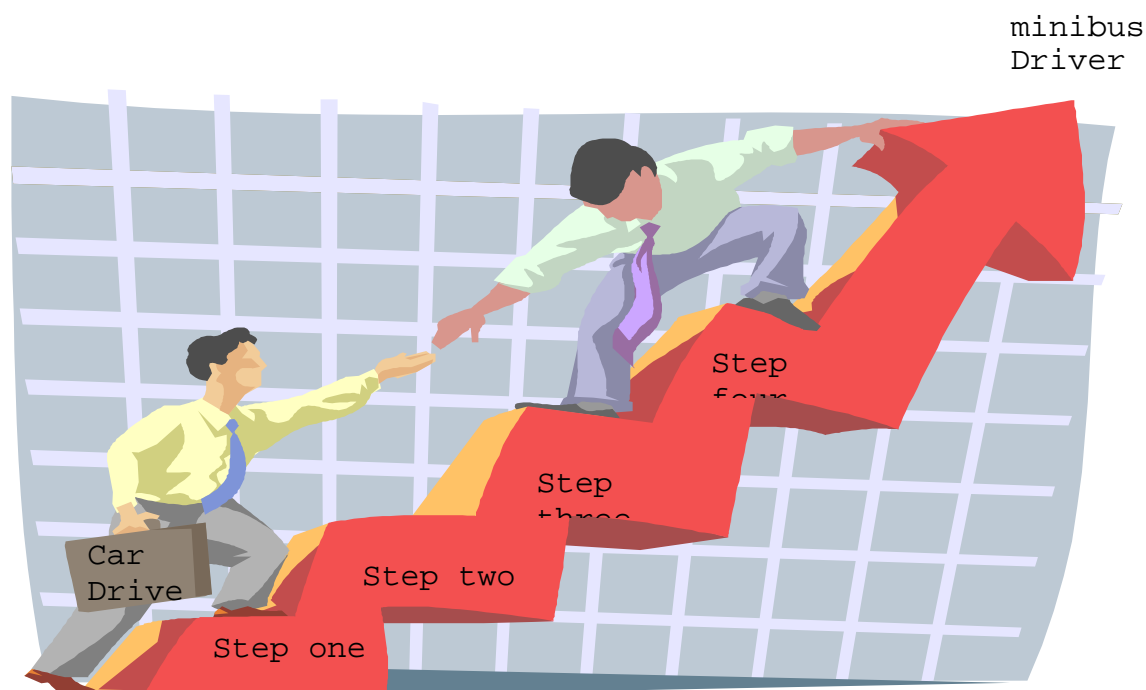
“At the end” I reply.

“Duh” you say.

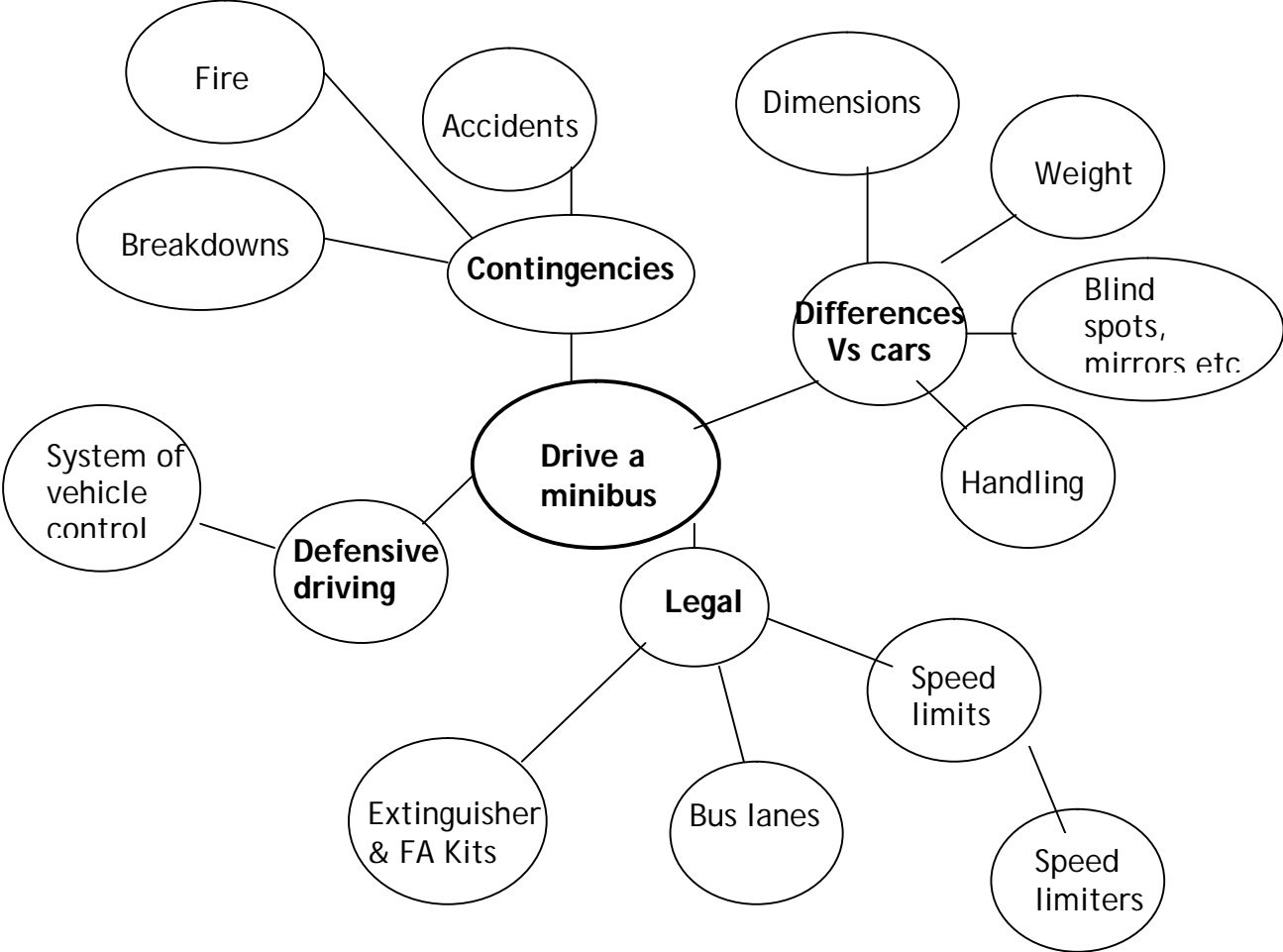
I’ll explain - What do you want your group of trainees to be able to do at the end of your training? To drive a minibus safely, of course.

‘To drive a minibus safely’ is the goal that you have set your group of trainees.

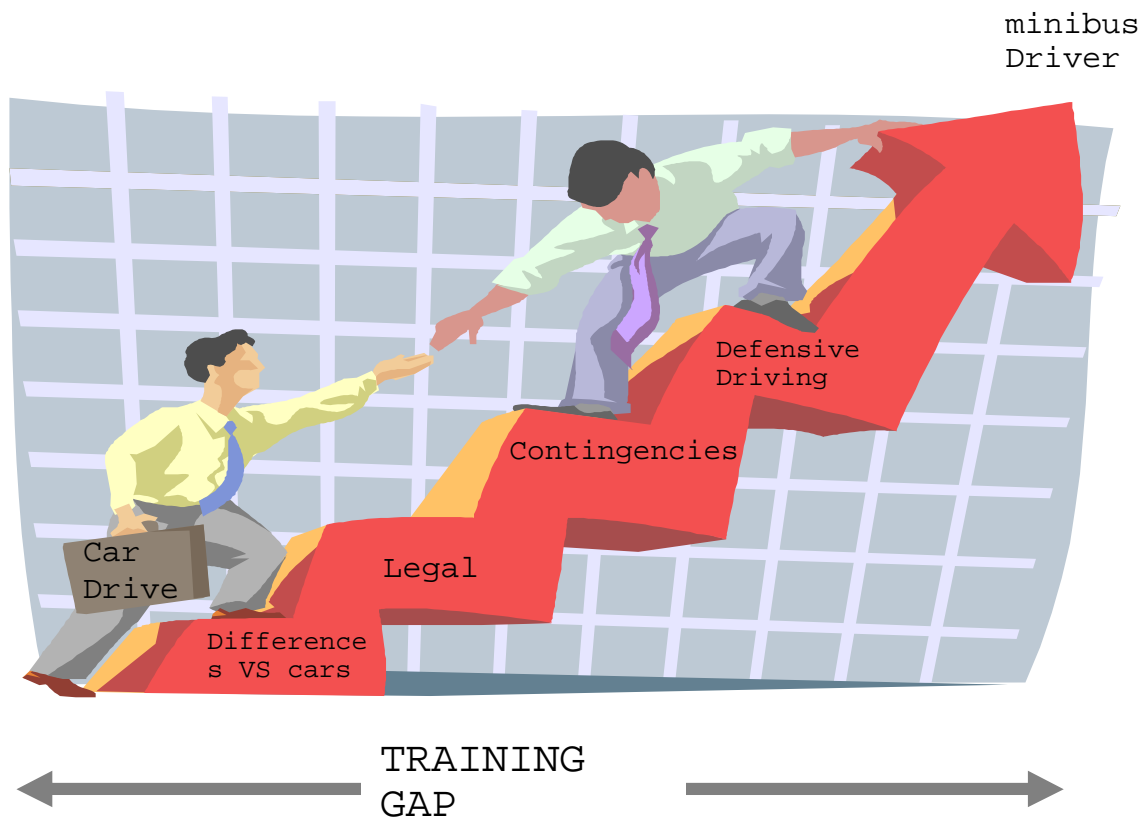
Now you have to plan the steps that take them to that goal. Take them step by step from where they are now to where they want to be.



So that you can see what those steps are, you can use a mind-map - it might look like this



Throw all your ideas about what driving a minibus entails onto a piece of paper and try to group them together in logical sections.



The mind map has helped you to put names to the steps and now you can do this again to further break down those steps into bite-size 'training sessions' for your group of trainees - think of them as chapters in the story that you are telling.

Now you can decide how you are going to get your group of trainees to achieve its first step towards the goal. Decide *what do you really want them to be able to do at the end of this session ...*

You probably want them to be able to 'identify the main differences between cars and minibuses and understand how to adapt their driving technique to compensate for those differences.'

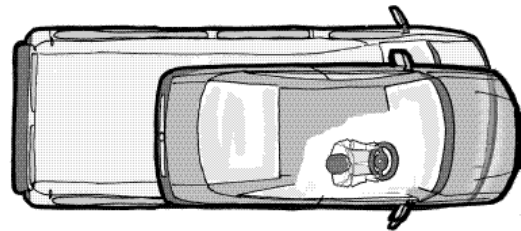
How are you going to do this?

Firstly, you are going to help them to gain the knowledge and understanding that they need (teach them) and then get them to change their behaviour based on this knowledge and understanding (train them).

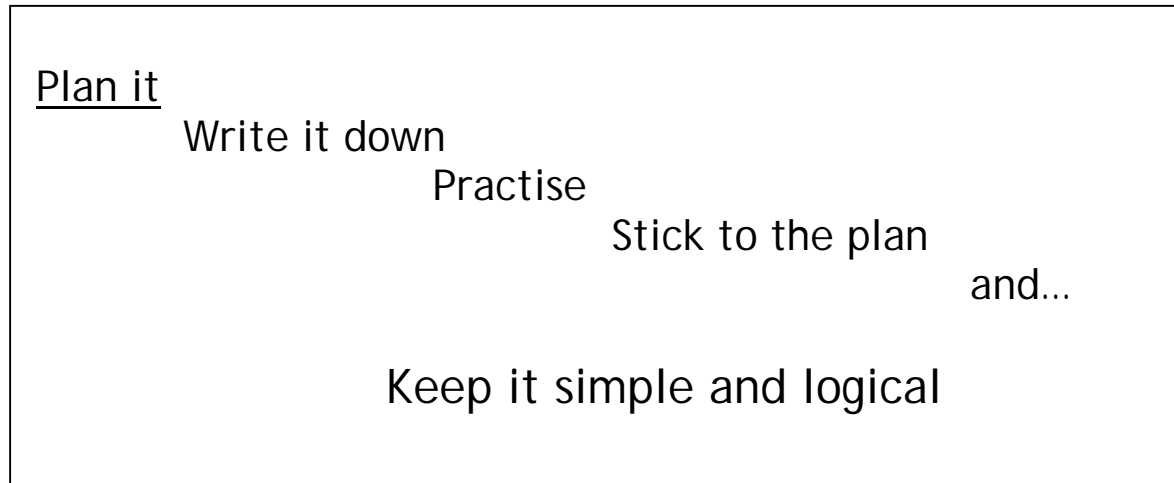
Remember - different people learn in different ways so mix it up a bit

You can.....

- Use scale models
- Show a video clip
- Use comparison diagrams like the one below
- Go outside and compare actual vehicles
- Use questions like 'how will you adjust your driving to take account of the extra width of the vehicle?'
- Demonstrate by driving the vehicle and giving a simple commentary
- Then let each of them have a go



But whatever you decide:



So, deal with all aspects of the extra width - holding back when faced with tight gaps, leaving extra room when passing parked cars, taking care when parking, keeping out of the gutter etc. before moving onto dealing with the extra length, weight and so on.

Your lesson plan for this bit might look like this

STAGE	CONTENT	METHOD
Introduction	Self Topic	Slide 1 Driving a Minibus
Housekeeping	Fire Procedures Timing Toilets Refreshment Breaks	Read from venue safety notices
State the goal	To drive a minibus safely	
How we are going to achieve the goal?	<u>Steps</u> Compare minibuses with cars Legal Aspects Contingencies Defensive driving	Slide 2
<u>Step 1</u> Compare minibuses with cars	<u>Width</u> Narrow gaps Parked cars Parking Gutter	Quiz - Spot the Difference Slides 3,4,5
	<u>Length</u> Less in front Much more behind Wheelbase Overhang	Play with models Slides 6,7
	<u>Weight</u> Laden and unladen Accelerating Braking Cornering Bouncing	Q&A Video clip 1
	<u>Practical</u> Demonstration drive Group of trainees practise	On road in minibus
Recap	<u>Review the session</u> What surprised you? What did you learn? What will you have to remember? Any questions?	Q&A
<u>Step 2</u> Legal Aspects	Etc., etc.	

You will notice a few things about this lesson plan -

- It uses only bullet points
Of course it does - you shouldn't be trying to teach something that you don't know. So, because you know your stuff, the plan is only there as a reminder to keep you on track - it is not intended to tell you what to say.
- It is easy to follow
When you are nervous and have lost your thread or if something has distracted you, or your session has digressed (not necessarily a bad thing), you need to be able to find your place again quickly.
- There is a sequence of events
Before moving on to Step 2, you have told your group of trainees:
 - What you are about to tell them (how are we going to achieve the goal?)
 - What you want to tell them (width, length, weight)
 - What you have just told them (recap)

They do this all the time on the TV news:

- Here are tonight's headlines.....
- The stories in depth (all about people, with pictures)
- And tonight's main stories again.....

It is a tried and tested formula - use it!

Remember

It is not unprofessional to refer to notes

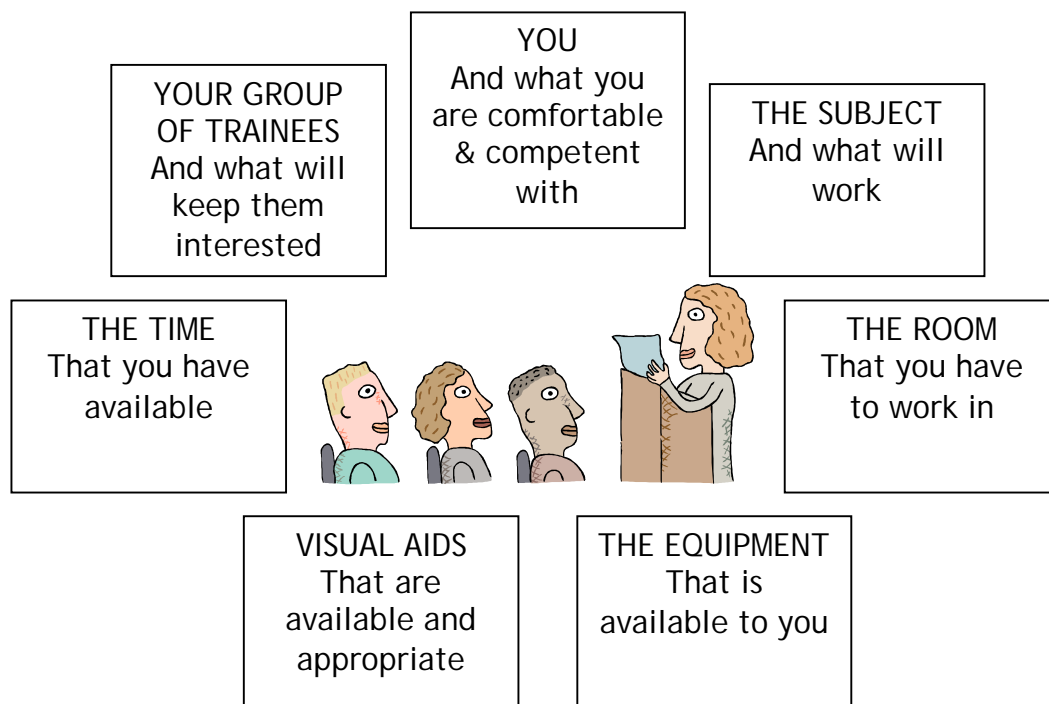
But

It is extremely unprofessional to lose your place and not be able to pick it up again

Choosing the Best Methods Of Delivery

Now that you have chosen your subject, named your goal and decided the steps that you and your group of trainees are going to take to achieve it, you need to choose how you are going to do it.

The factors involved in choosing the best methods are



Remember

Although compromises may have to be made, number 1 priority is that the group of trainees learns

- X** Pitch your lesson too low and they won't learn because they are bored (read their body language)
- X** Pitch your lesson too high and they won't learn because they cannot follow - it is really important that they follow your story, so keep checking the body language and invite questions

When they are being taught to drive a minibus safely, your group of trainees can be bombarded with a variety of techniques, some more appropriate to a particular aspect than others.

Look back at the sample lesson plan and in the *Method* column

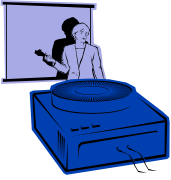



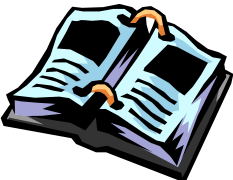

- You showed PowerPoint slides containing photographs and diagrams
- You conducted a quiz - probably a picture round
- You let the group of trainees play with model vehicles
- You asked questions and invited discussion
- You showed a video clip
- You gave a commentary drive

Your group of trainees

- Made visual comparisons of the various differences between cars and minibuses
- By using models, actively learnt what happens when larger vehicles turn and manoeuvre in confined spaces
- Participated in a discussion where their awareness of vehicle behaviour was increased
- Saw the physics of larger, moving vehicles demonstrated on film
- Were given the opportunity to contribute positively to the session and have misconceptions debunked
- Had all of this reinforced in a live but controlled learning situation

You did an excellent job. Your session had variety that catered for many learning styles; it was interactive and appropriate for your target group of trainees.

Compare These Methods of Delivery

	Advantages	Disadvantages
<p>PowerPoint*</p> 	<ul style="list-style-type: none"> Gets a lot of information to a lot of people in a short space of time A picture paints a thousand words Shows animations & video Can display web pages 'live' Becomes a lesson plan 	<ul style="list-style-type: none"> Computer and projector usually required Competence needed in order to look professional Layout and effects can detract if not done well Skilled communicator required to develop points on slides
<p>Overhead Projectors</p> 	<ul style="list-style-type: none"> Gets a lot of information to a lot of people in a short space of time A picture paints a thousand words Can become a lesson plan 	<ul style="list-style-type: none"> Competence needed in order to look professional Portable ones relatively expensive Can't show animations or video
<p>Flipchart</p> 	<ul style="list-style-type: none"> Can 'build up' a case Can use to collect ideas Allows impromptu diagrams Groups can use them to work on Can be pre-prepared with facts and figures 	<ul style="list-style-type: none"> Can appear unprofessional without good handwriting, spelling and grammar Need to turn from the group of trainees to write neatly Limited by size Uses consumable resources
<p>Discussions</p> 	<ul style="list-style-type: none"> Allows group of trainees participation Wider exchange of knowledge Very interactive 	<ul style="list-style-type: none"> Can give 'free-rein' to know-it-alls Quiet people can miss out Can go off-piste Needs to be well managed
<p>Handouts/Books</p> 	<ul style="list-style-type: none"> Reading short text changes focus Pictures can be viewed if no other means available No need to reproduce material already available Useful for later consolidation/review of session 	<ul style="list-style-type: none"> If given early, can 'steal your thunder' Group of trainees reads rather than listens or participates Might not get read afterwards
<p>Models and Real Things</p> 	<ul style="list-style-type: none"> A picture paints a thousand words but the real thing tells the whole story Group of trainees want to touch, weigh smell etc. Real life is the best visual aid 	<ul style="list-style-type: none"> Takes time and can disrupt your session - allow lots of time Availability, weather conditions and safety concerns must be dealt with

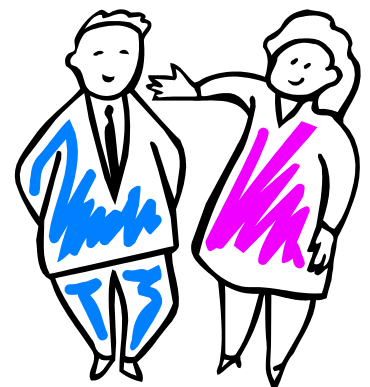
*See the section at the end on using PowerPoint

Pssst.....A word about the dreaded Role-play

Role-play is a very effective way of training people for situations they may encounter where they have to interact with other people, especially in potentially confrontational situations. Because it involves acting, Role-play needs an immense amount of preparation and a certain type of group of trainees who are willing to participate and who can actually play realistic roles. So normally, it is best avoided unless it is vital to the learning process.

There will be times though when you may need to enact certain situations; to demonstrate how to assist a person who is blind, for example. Follow these tips:

- Rehearse with someone beforehand
- Ask for a volunteer or
- Choose, as your assistant, someone from your group of trainees who seems outgoing, who has maybe asked or answered questions already
- If you have to touch them or 'get into their personal space' tell them what you intend to do and ask if they mind
- Ask their name and use it
- If there is any Role-playing to be done, it should be done mainly by you
- Thank your assistant afterwards



So...

**Fail to plan
and you
Plan to fail**



But **YOU** are ready to deliver the **right information**, in the **right order**, at the **right level**, using the **right method** with the **right visual aids**

Of course you are nervous but

- Don't worry, everyone is when he or she first starts and even for the first 10 minutes of every lesson they give thereafter
- Confidence comes from knowing your subject matter and having a reliable plan
- Rehearse with any visual aids that you are going to use You will always be better than you think you are going to be
- Set the room up early - and become comfortable in there
- Make sure that all audio visual equipment works
- Make sure everyone can see and hear all you are going to show and say
- Talk to your group of trainees as if they were your friends learning about your hobby

Remember, a good trainer talks in pictures. This is what you do when you tell anecdotes from your experience or ask your group of trainees to 'imagine what it would be like to.....' or how they feel when such-a-thing happens to them - so relax and tell your story.

Let's see how you get on.....

Well.....

- ✓ You look very professional in the way you have dressed - you have won most of your group of trainees over already - you look credible
- ✓ You have planned the session well - you have your lesson plan and all of your visual aids are set up nicely
- ✓ You greet your group of trainees with a smile and maybe some small talk whilst everyone is getting settled - this is looking good
- ✓ You welcome everyone and introduce yourself and tell them why they are here, perhaps with an eye-catching, but not distracting, slide as a backdrop (they do that on the news too)
- ✓ You go through the Health and Safety and housekeeping points (this is easy and helps to settle the nerves as well as being very important)
- ✓ I notice that you have devised a way of motivating your group of trainees to listen - amongst other things you tell them that in learning to drive a minibus safely, they will learn how to be safer and more economical when driving their own cars (this must be worth listening to)
- ✓ You even managed to say something funny - the group of trainees now think that you are an okay-type of person who is on their wavelength and you settle down having had your first bit of feedback, which was positive.

I'm going to leave you to it now but remember to stick to your plan - you spent ages preparing it, now is a bad time to go changing it. If you make a mistake, don't make a big thing of, just refer to your notes and carry on - no-one will remember at the end.

Oh, by the way; don't forget to give them regular breaks and finish when you said you would (or even a little earlier) - don't over-run, people have lives to get on with.

REMEMBER

The brain will only absorb as much as the backside can stand!

When teaching practical skills;

Tell Them

Show Them

Assess Them

Correct Them

Help Them

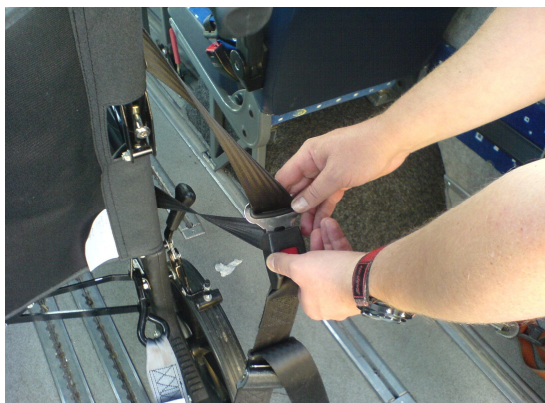
Assess Them (again)

Praise Them

- Take students from what they know to what they don't know - use comparisons
- Start with the simple before moving to more difficult tasks
- Don't use ambiguous terms, slang, jargon, and complicated phrases
- Use open question and answer technique
 - *'what do you think would happen if.....'*
- Always give positive instruction
 - Avoid *'don't do it like that'*
 - Say *'try it this way'*
- Give feedback after each stage of training
 - *'I think that you might have found it easier if you had just.....'*
- Give constructive criticism using good-bad-good technique
 - *'That was good for a first attempt, you still need to improve your braking technique but you should be pleased with your progress so far'* is better than *'your braking is rubbish'* even if this is what you think
- Allow questions
- Allow consolidation time
- Teach equipment use in accordance with manufacturers' instructions, law, codes of practice etc
- Remember to emphasise Health & Safety issues and teach by example

If you are giving a demonstration

- Direct the group of trainee's attention to what you want them to observe
- Make sure they get into a position where they can see
- Keep them engaged or their attention may drift



'Please stand where you can see what I am doing. Now watch how this safety belt is fitted'

Notice the unnatural position of the Trainer's hands so the group of trainees can see the detail

Are you still with me? - Good because we are moving on now

Do you remember this from earlier?

Teaching brings about changes in peoples' knowledge and understanding

Training brings about changes in peoples' behaviour

You won't really know how effective all of this has been until you assess whether your group of trainees has learnt how to drive a minibus safely. So we need to talk about assessment.

You can assess your group of trainee's level of knowledge, understanding and skill at 4 main stages

Before Training

To set a benchmark to measure your end result against or to identify a person's particular training needs

During Training

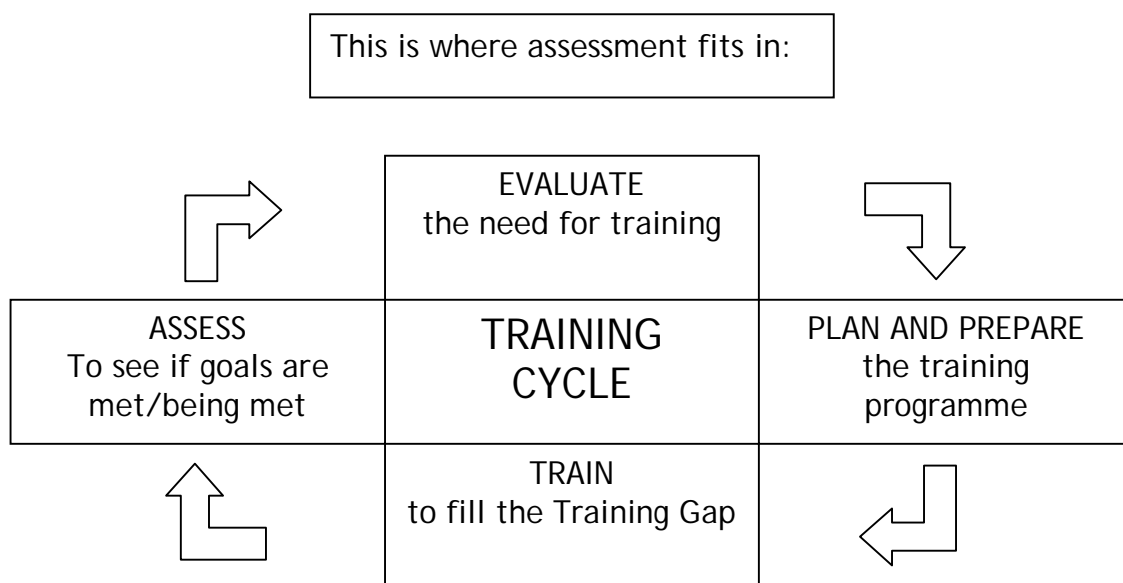
Continual assessment to make sure that your group of trainees is keeping up and learning the necessary skills

Formative Assessment

At the end of a major stage of training before you 'move on'

Summative Assessment

Or 'end-testing' to see if your group of trainees has achieved its goals.



There are many methods of assessment so it is up to you to choose the best one for

- The subject you have been teaching
- The stage that you are at
- The time and resources available

Here are some methods of assessment

- Multiple choice question paper
- Short answer question paper
- Essays
- Group oral question and answer
- Individual question and answer
- Interview (viva voce)
- Criterion test - checking a practical skill step-by-step
- Quizzes
- Research
- Workplace observation
- Simulation observation

All assessment should be geared to show you that your group of trainees has

1. learnt all that you needed them to learn and
2. have the skills that you need them to have
in order to drive a minibus safely

Of course, the acid test will be your on-road observation of each driver. This is different than most other assessment because it is done 'live'. Here is one major point for you to digest that will help you to get as much as possible from assessing drivers...

When assessing a driver, remember the words SET UP.

Your driving assessment should be a continual sequence of events that you can observe your driver tackling. I will explain with a couple of examples of how you set up a driver

When you ask a driver to 'take the next road on the left', the next obvious thing he or she should do is to look in their mirrors isn't it?

Well, how do you know they have done this if you were looking through the windscreen at the time?

You don't, so watch the driver - set them up.

When the traffic lights turn to red - watch the driver

When we are about to overtake - watch the driver to make sure that they are doing everything correctly, or not, as the case may be.

Watch her steering technique
whilst we are turning



Of course you will have to watch other things too like traffic, positioning, what they are doing with their hands and feet but no-one said this was easy.

REMEMBER

Observational Assessment is an active thing - set the driver up and look closely at what they do. Don't just sit there and expect to notice when they get it wrong - you might not notice until something serious happens.

So we are at the end of our story, let's look at what we have covered:

- In order to train well, you must teach
- Your job is to find the best way to get your group of trainees to their goal from where they are now
- Finding the most effective method/s of delivery is vital
- It is easy if you plan well and tell a story
- That to teach practical skills means adopting different methods
- That there are different ways and times to assess.

And now before you go, just ponder this

Would you rather be trained by someone who is technically brilliant but boring or someone who is knowledgeable, enthusiastic and helpful?



Guidance on how to do basic tasks in Microsoft PowerPoint

MiDAS provides slide presentations prepared in Microsoft PowerPoint. In these notes we show you how to do a number of tasks in PowerPoint. Most are also possible in PowerPoint Viewer - except where shown below:

In these notes we cover:

- How to view the Notes Pages
- How to print the Notes Pages
- How to print Handouts of slides
- How to show a presentation - 'View a Slide Show'
- Making changes to the slides (*not possible in PowerPoint Viewer*)
- Changing the order of the slides (*not possible in PowerPoint Viewer*).

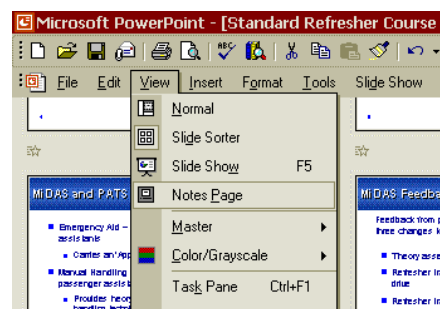
The screen shots were taken from PowerPoint 2003 - your screen may look a little different if using an earlier or later version.

How to view the Notes Pages

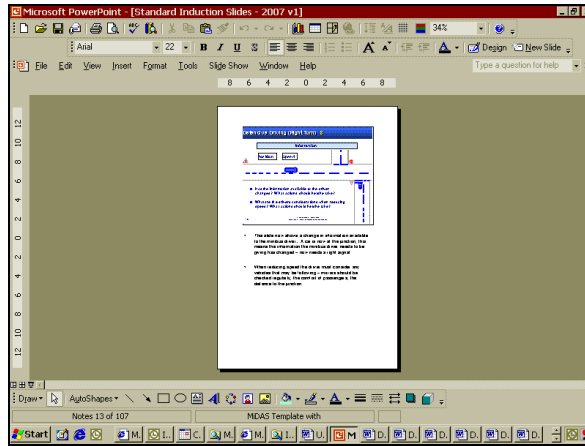
The **Standard Induction Presentation** for drivers has Trainer's Notes. These give you additional information that does not appear on the slide itself. You are strongly recommended to print out copies and read through the notes before you first train drivers using this presentation. The other presentations have few notes.

This is a very easy task:

- Open the presentation
- Go to **View**
- Select **Notes Pages** (*see right*).



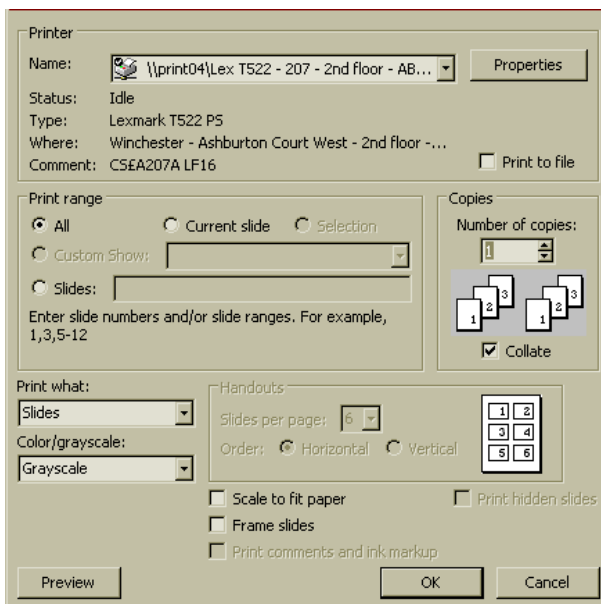
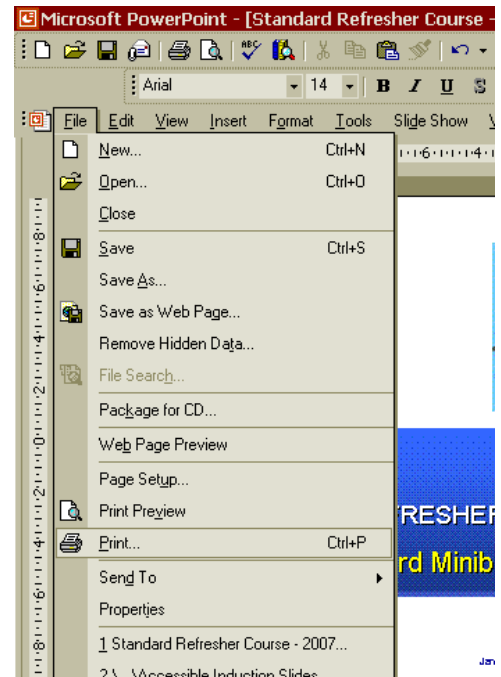
On screen, the Notes appear under the slide they relate to:



How to print the Notes Pages

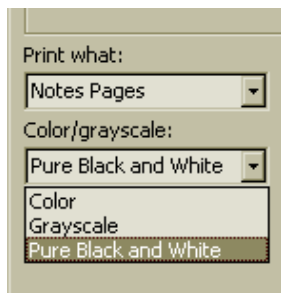
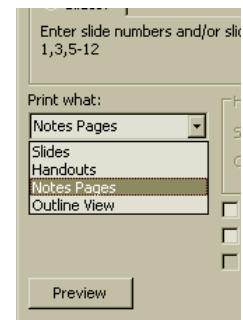
This is also straightforward.

- Open the presentation
- Go to **File**
- Select **Print**
- This will then bring up the Print Menu - see below.
- Note: **Do not** just click on the print icon - you will print all of the slides - 1 to a page - without Notes!!



- This is the Print Menu (see left)
- There are two 'letterboxes' in the bottom left hand corner, each with a drop-down arrow

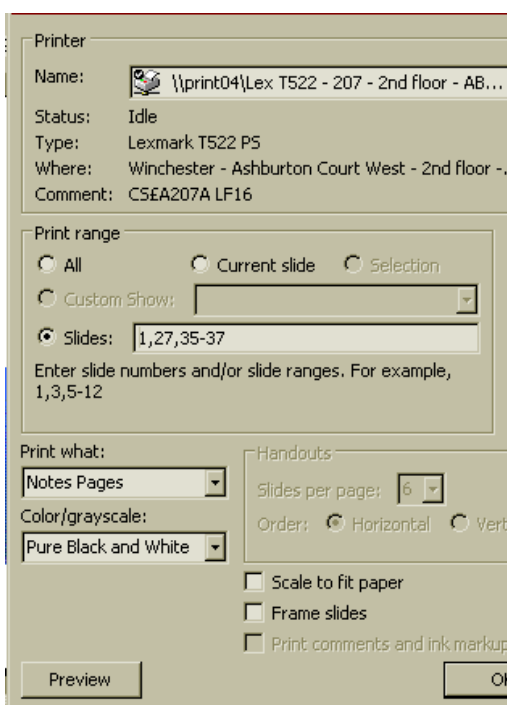
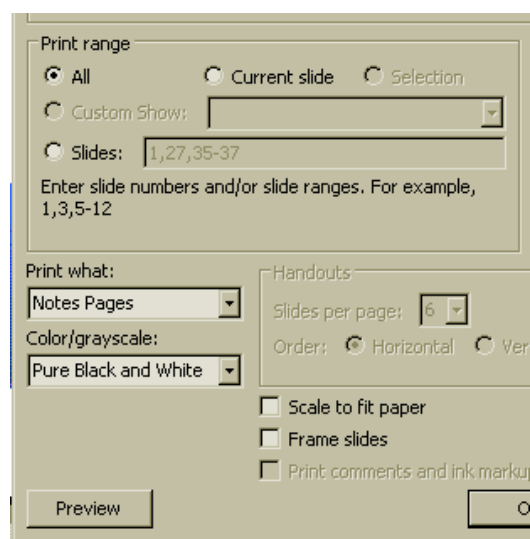
- The upper letterbox is usually set to Slides - see above
- Click on the arrow alongside this to show to drop-down menu (see right)
- Select **Notes Pages**.



- The lower letterbox will automatically default to colour if you have a colour printer, or grayscale if you have a mono printer
- We recommend you select **Pure Black and White**. The slides will print more clearly and you will save ink.
- If you then click OK (bottom right of the Print Menu) you will print a set of notes pages for the whole presentation.

If you only want to print Notes Pages for some of the slides, you can do this:

- In the Print Menu the **Print Range** automatically sets to **All** - see right



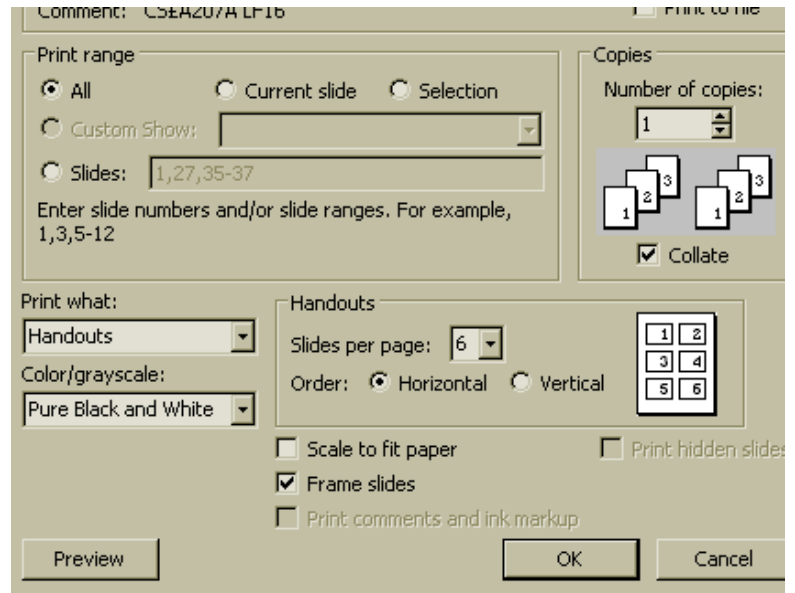
- Click next to **Slides** - see left
- Insert the numbers of the slides you wish to print off
- Press OK to print.

To print 'handouts' of slides

PowerPoint gives you the facility to print slide handouts for drivers if you wish but this is not really necessary - the information on the slides is also included in the *Driver's Handbook 2005*, or for topics updated for 2007 (seat belts, child seats and teachers driving minibuses) - there is a folder on the MiDAS DVD-ROM which contains handouts for drivers.

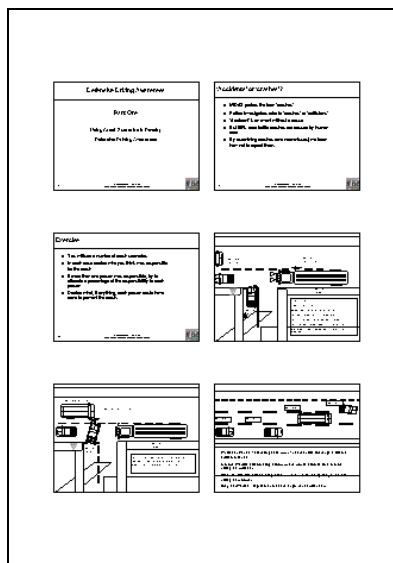
If you wish to produce slide handouts:

- Go to the **Print** menu (File, then Print - see page2)
- In the two letterboxes in the bottom left, use the arrow to reveal the drop-down menu
- Change Slides to **Handouts**
- Change Colour or Grayscale to **Pure Black and White**.
- To the right of this is the Handouts section. The default settings are usually:
 - 6 slides per page
 - Order: horizontal



These are what most people use. You can change them if you wish.

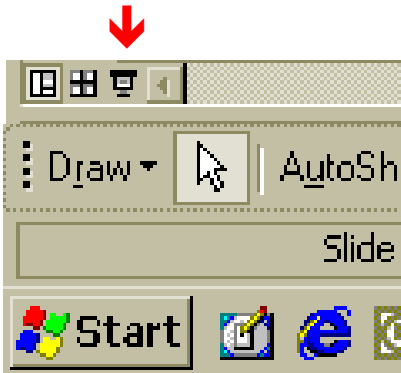
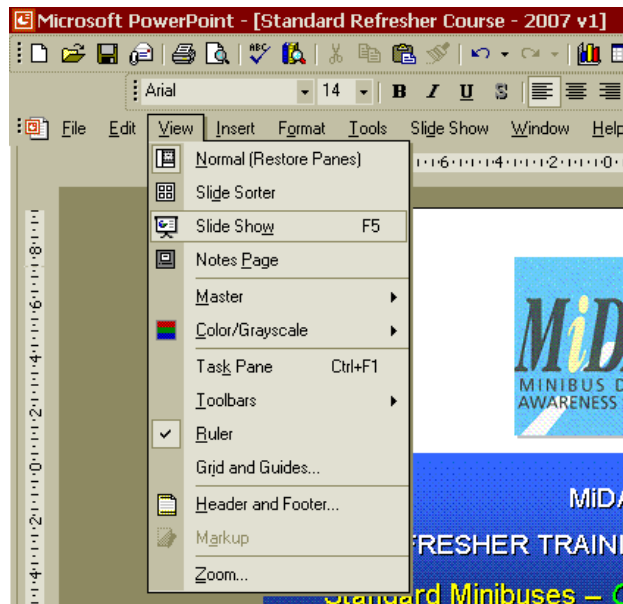
- If you wish to print handouts for all the slides in the presentation, you are now ready to print and can click **OK**.
- If you only wish to print handouts for some of the slides, you can select the slide numbers as shown on page 3. Then click **OK** to print.



How to show a presentation - 'Viewing a slideshow'

There are several options that will enable you to view the slide show:

- Firstly open the presentation
- Then start the slides show by either:
 - The **F5** key - the quickest way or
 - **View** then **Slide Show** (right) or;
 - The little 'alien' that you should find near the bottom left hand corner of the screen frame (see below, arrowed).



- Having started the presentation you can move through it using any of the following:
 - Mouse click (left mouse button)
 - Down arrow key ↓ on your keyboard
 - Space bar

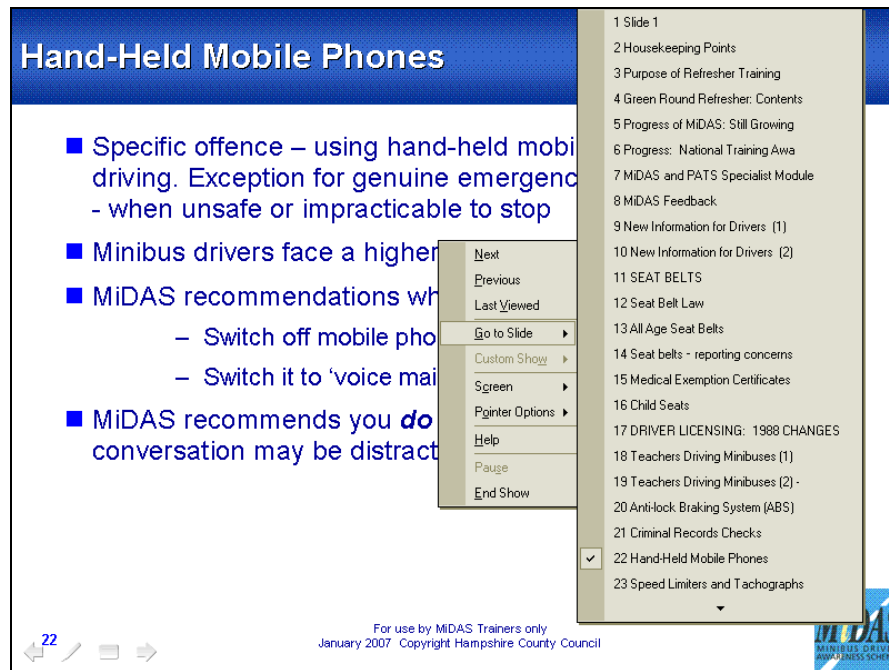
Need to go back to a previous slide?

You may be asked a question and need to refer back to a previous slide.

- **If you only want to go one or two slides back**, the easiest way is to use:
 - The up arrow key ↑
- **If you want to go a fairly long way back or forwards to another slide** there are two main methods:

- The **first** one is to use a **right mouse click**:

- Stay on the current slide, then **right click** on the mouse - ie click the right hand button, not the left one which is used for most things
- This will bring up a small menu
- Select **Go to Slide**
- This will bring up a list of the slides (*see below for both menus on screen*). Note that there is a tick against the slide currently on screen.
- Click on the slide you want to show. This will take you straight to the slide.



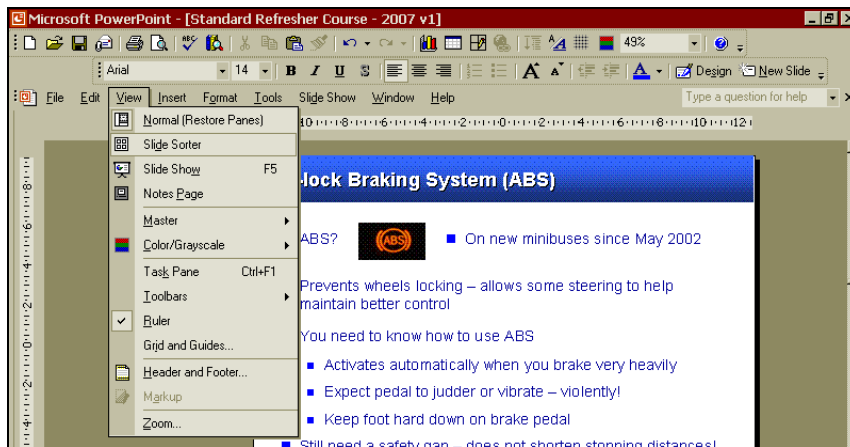
- Having shown the slide you wanted, you can use the same technique (*right click, Go to Slide*) to go back to where you were
- The only disadvantage to this is that the slides that are diagrams or photos do not have a title. On the list they show up as Slide 49 etc. To identify these slides easily the second technique is best, using **Slide Sorter**. This is set out below and overleaf.

Using Slide Sorter to go forward or back when presenting a slide show:

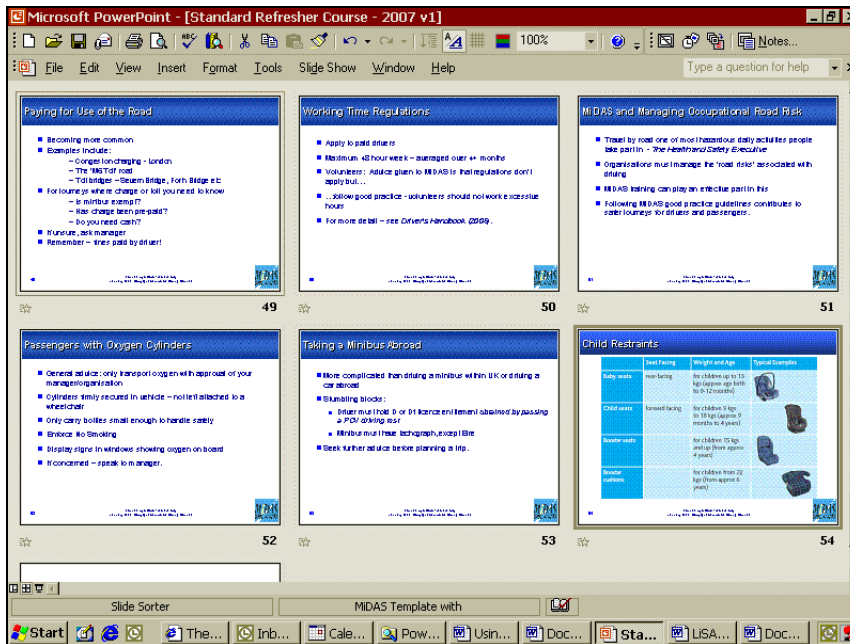
- Firstly you need to exit the Slide Show. Use one of:

- The **Esc** key (= escape) or;
- Right click on the slide you are displaying and on the small menu select the bottom of the list - **End Show**

- The easiest way to find Slide Sorter is to go to **View** and then **Slide Sorter** (see below)



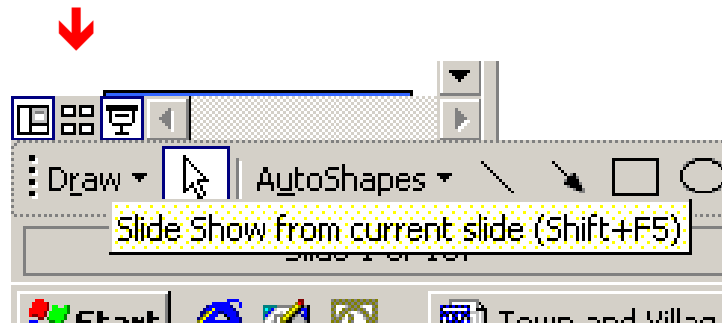
- See below for a typical **Slide Sorter** view. If your screen resolution is higher you will have more slides on screen.



- Scroll up or down the screen to find the slide you want
- Click once on the slide you have selected. That slide will now have a **grey border** around it. (see the bottom right slide on the last page, enlarged here (see right))



- To restart Slide Show from here, use the 'alien' (see below) or, as it says below: **(Shift and F5 - together)**



- These two methods - alien or Shift and F5 will restart the presentation from the slide you have clicked on. **Do not** use View then Slide Show or F5 (on its own) as these automatically start from the very first slide!

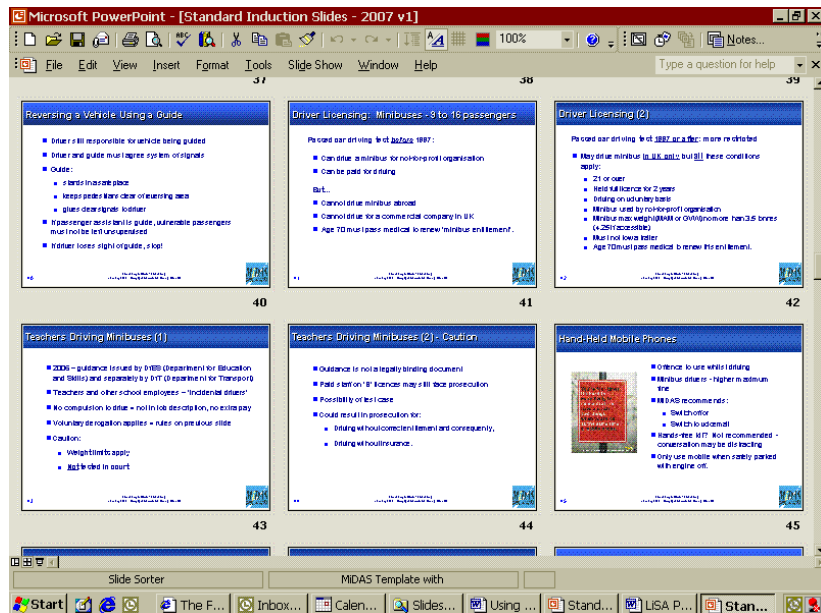
Making changes to the slides - changing the order etc

- You need the full version of PowerPoint to do this - not just PowerPoint Viewer
- The presentations on the CD-ROM are read only' - you cannot save any changes you make to them. You need to save the presentation to a folder on the hard drive on your hard drive, such as 'My Documents'
- Open the presentation from the CD-ROM. Use **Save As** (shortcut = F12 key) and save it to your computer
- Any changes you now make can be saved to your computer
- Once finished you may want to burn the changes back to CD or copy them onto portable storage such as a 'USB memory stick'.

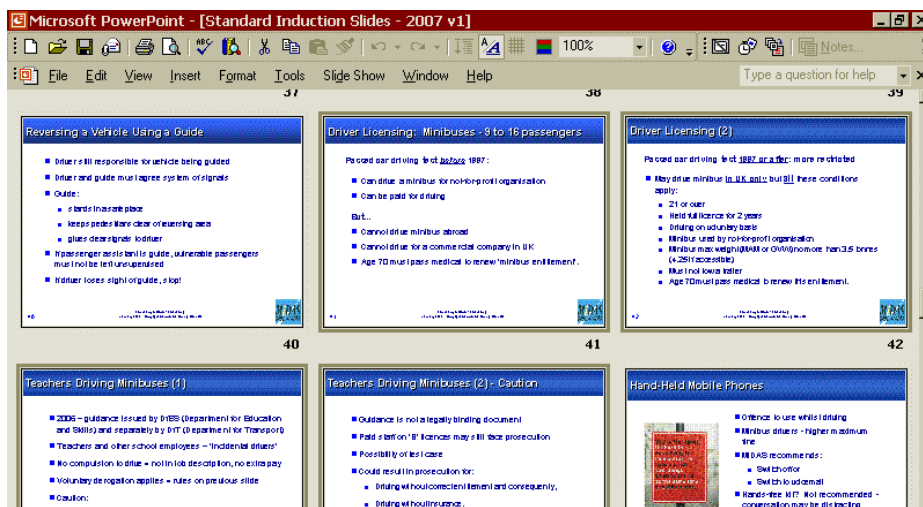
Moving the position of slides within a presentation

Here we show the example of a trainer who wants to move the driver licensing slides so that they appear earlier in the Standard Driver Induction presentation. This will use the **cut and paste** technique.

- Open the presentation
- Go to **Slide Sorter**
- Scroll down until the slides you want to move are on screen (*overleaf*)

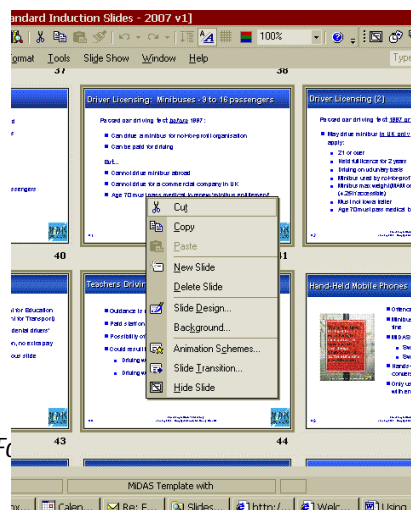


- We now need to highlight the four slides we are going to move. For more than one slide, we suggest:
- Click on the first slide, then press and hold down the **Control** key and click in turn on each of the slides to be moved. As you do this, a grey border should appear round each one (see below). Then release the Control key.



- You now need to **cut** the slides out. You can access **cut** in several ways:

- **Right click** on the screen. This will bring up a small menu. Cut is at the top of the menu - click on it (a normal left click)

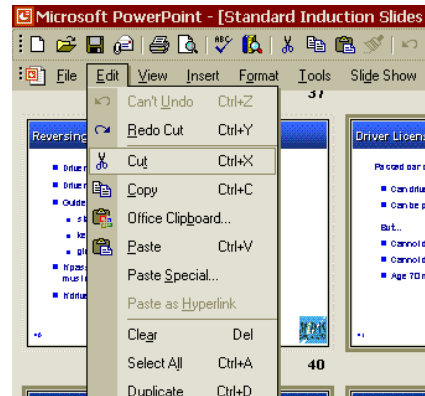


Or

- Press the **Control** and **X** keys together

Or

- Click on **Edit** and then choose **Cut** which is near the top of the menu (see right).



- However you choose to find **Cut**, as soon as you have clicked it, the highlighted slides (those with the grey border) will disappear from the screen.



- Your next step is to choose where you want to insert the slides. Scroll up or down the screen until you find where you want to insert them. Click in the gap between two slides. A grey line should appear (see left - to the left of the ABS slide).

- Now **paste** the slides into place (Edit, then Paste or Control and V). If all has gone to plan, the slides should now appear in the right place.
- Save the changes you have made. It is best to use **Save As** and give the presentation a different file name - eg add version 2.

In this guidance we have only covered the basics. You will need to find other sources of help if you want to do other things such as:

- Changing the background colour of the slides
- Changing the animation.

Hampshire County Council acknowledges that Microsoft PowerPoint is a copyright product of the Microsoft Corporation.

Advice on the equipment you need to successfully use the MiDAS Training materials.

Below is listed the recommended minimum standard of equipment and facilities that you should have available in order to carry out MiDAS Driver Training:

	Essential	Desirable
Personal Computer or Laptop - see notes below	◆	
Window XP or Vista	X	
Microsoft PowerPoint Viewer (free download from Microsoft website)	X	
Microsoft PowerPoint 97 or later (full program)		X
Microsoft Word or equivalent	X	
Adobe Reader - free download from Adobe website	X	
CD capability - see notes below	■	
DVD capability - see notes below		■
Audio output capability - sound and speakers for video clips		X
Screen display or output to data projector or TV	X	
Photocopying or printing facilities	X	

- ◆ MiDAS is designed to be delivered using a computer or laptop and a data projector. It is still possible to do so without, using an old overhead projector (OHP) and 'acetates' instead but this is less than ideal.
- CD or DVD capability - CTA currently supplies a data DVD to trainers so ideally your computer or laptop will have a DVD drive. For trainers with equipment that only has a CD drive, CTA can supply the MiDAS training materials on CDs, for a modest additional charge.

To play the MiDAS Video clips:

The data DVD supplied to MiDAS trainers contains a selection of video clips. As noted above, CDs are available as an alternative at extra cost. To play the clips smoothly you will need a computer or laptop with the following minimum specification:

Processor: 1 GHz
 Memory: 256 MB RAM
 Software: Windows XP or above AND Windows Media Player.

As an alternative CTA offers the video clips on a 'movie DVD' designed to play either on a computer/laptop with a DVD drive and movie-playing software - or on a home DVD player connected to a TV.

Please complete the questions sent to you with this Workbook

The Pre-Course Questions will help your trainer to understand how much background knowledge and understanding you already have about minibuses and their operation. You are allowed to use the MiDAS Driver's Handbook to help you.

When you have completed the questions you will need to either:

- Bring them with you when you attend the course

Or:

- If your MiDAS Training Agent wishes to mark the questions beforehand, you may be asked to return the question paper(s) to them a week or so before the course.

You are on the way to becoming a MiDAS Driver Assessor / Trainer. We hope you found this booklet helpful. If you have any comments about the booklet or about MiDAS in general please contact your Training Agent or MiDAS at CTA UK.

