## Your course your way

### Part 1  Basic Control Skills

1. Getting moving  
2. Gears  
3. Steering & ancillary controls  
4. Coordination  
5. The emergency stop

### Manoeuvres

M1. Straight line reverse  
M2. Reversing to the left  
M3. Reversing to the right  
M4. Bay parking  
M5. Turn in the road  
M6. Parallel parking

### Part 2  Road Skills

6. Hazard drill & basic junctions  
7. Crossroads  
8. Emerging from busier junctions  
9. Roundabouts & mini roundabouts  
10. Traffic signals & pedestrian crossings

### Part 3  Traffic Skills

11. Hazard perception & defensive driving  
12. Dual carriageways  
13. Town and city centre driving  
14. Progressive and eco-safe driving  
15. Independent driving

The Driving Test  
Motorway driving  
Pass Plus

Practical driving lesson planner and reflective diary

Appointment and payment record  
Quiz answers  
Progress notes  
Master progress chart
Overview

This workbook will show you how to make the most of the revolutionary LD System of driving tuition created by Learner Driving Centres (LDC). It is the first student centred learning system of its kind designed to take you step by step through everything you need to know and do to become a safe driver for life and pass the UK driving test.

How the LD System works:

1. Watch the appropriate course video lesson ready for your next driving lesson.
2. Use this workbook to:
   a) Study the key learning points of the lesson to reinforce what you have seen on the video.
   b) Do the lesson quiz and check your answers to test your understanding.
   c) Look at the location, potential learning tasks/activities and targets to help prime yourself ready for putting the theory into practice.
3. Undertake the driving lesson - Put the theory into practice by following the plan outlined in this workbook by you following a student centred approach to learning.
4. Use this workbook or the workbook companion to:
   a) Note any lesson preparation undertaken.
   b) Plan each practical driving lesson and reflect upon its outcome.
   c) Keep track of lesson bookings and payments.
   d) Mark the targets achieved for each course lesson and update the master progress chart.

Choosing a course path to follow

The way lessons are structured, together with a guide to the level of difficulty a particular lesson represents are shown opposite. You start at the top and gradually work your way down. Normally if you have no experience of driving you start at lesson 1. You then have the choice of taking lesson 2 followed by lesson 3 or vice versa.

After lesson 4 you can take lessons 5, 6 and M1 in whichever order is most appropriate for you in your training area. Lessons 9 and 10 are shown in grey as a reminder that you might need to look at these lessons at this point in the programme if the practice areas for the other lessons at this level contain roundabouts, pedestrian crossings or traffic lights. Therefore you may need to look ahead to these lessons even though you will not fully complete them until much later. For similar reasons you may look at the basics of lesson 12 while undertaking lesson 8 or 9.

If you want to you can even complete all the manoeuvre lessons before moving on to lessons 5 and 6 but only at a basic level (i.e. in very quiet locations). The lesson path you choose to take will, to some degree, also depend upon the practice area(s) at your disposal.

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3. Steering
4. Coordination
5. The emergency stop
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M2. Reversing to the left
M3. Reversing to the right
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M5. Turn in the road
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Part 2 Lessons - Road skills
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7. Crossroads
8. Emerging from busier junctions
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10. Traffic signals and pedestrian crossings

Part 3 Lessons - Traffic skills
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MT. Mock driving test
T. The Driving Test
MD. Motorway driving
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Student centred learning

People learn fastest when they take ownership of the learning process. Ability is not something you can easily absorb in a passive manner it is something you need to create in a proactive way.

Too many driving instructors focus too much attention on telling their students what to do and what to think! This approach only fosters dependency, doubt and blind obedience. This method of learning is not only slower it does little to develop safe driving attitudes. The LDC ‘student centred’ approach on the other hand does, by encouraging self-reliance, confidence and responsibility. This is achieved by helping you to think for yourself, to take responsibility for your own learning (by using the LD System materials before and after each driving lesson) and by making more use of discovery learning with support when you feel it is necessary.

Small easy steps

The course programme is designed to maximise a process called transfer of learning. Nobody learns anything in a vacuum. Our ability to learn is always influenced by what we already know and are capable of. It is much easier to learn something new that incorporates similar elements or principles to something already learnt. Therefore if you are careful in the way you undertake your learning, in small logical steps, your learning will be much quicker. The LD System is designed to make maximum use of this process.

How the course works

The course programme is made up of 23 lessons, or units of learning, split into 3 parts corresponding to whether the main focus of the lesson is on basic control skills, road skills or traffic skills.

1. **Basic control skills lessons** are designed to help you learn how to safely control and manoeuvre the vehicle;
2. **Road skills lessons** are designed to help you learn how to safely deal with the various road features that make up our road system;
3. **Traffic skills lessons** are designed to help you learn how to safely deal with other road users and difficult traffic situations.

Naturally, every lesson will, to some degree, incorporate the development of each of the three sets of skills above but the main focus will be on the one relevant to that part of the programme. A graph nominally depicting the development of control, road and traffic skills across time and within each part of the course is shown at the bottom of the page.

Each lesson in the programme is a unit of learning rather than a unit of time. Therefore each lesson is not necessarily equal to one physical driving lesson of one hour. Some lessons in the course programme will take more than one hour to master while others may take less. Therefore what you plan to cover in an actual driving lesson may only constitute a part of a lesson in the programme or indeed overlap with two lessons or more.
How each driving lesson works
Any practical driving lesson should have a distinct beginning, middle and end.

The beginning should start with a re-cap of where you got to in the last lesson, what targets you achieved, what is outstanding and what you want to cover in this lesson and why. In particular you need to determine if you still want to proceed as provisionally planned at the end of your last lesson or whether you would prefer to tackle something else.

If you have done any preparation work for the lesson or have any other relevant knowledge or ability this should be reviewed first to see how it can best be built upon. In this way you can avoid covering things you already know or are capable of doing. Now you are ready to look at how to structure the driving lesson to best achieve what you want (i.e. your lesson goal or goals).

The middle is where you do the bulk of the learning. You start by embarking upon your first learning goal and how you might go about achieving it. The first goal might be to drive to the learning area with little or no support from your driving instructor. Every step in the lesson should have a purpose and therefore a goal to be achieved.

The next goal might be more specific to the main purpose of the lesson and take several steps to achieve. See previous page under the heading of ‘small easy steps’ for details. To help you formulate what these steps might be we have suggested a set of learning tasks and activities for each lesson in the course programme. Each learning task or activity might be repeated several times until you have achieved the goal or outcome you are looking for.

Once you have chosen a learning task or activity to perform you need to decide whether you intend to focus on just one or two aspects of the task/activity to begin with or take full responsibility for it all straight away. It is always better to succeed at one thing rather than to fail at many.

Remember when developing a skill or a routine involving several actions it is quite normal to have to repeat what you are doing several times before you feel happy with the outcome. You can not achieve anything of worth without making mistakes. If you are not making mistakes the chances are you are not learning, especially when it relates to a skill like driving. Mistakes or deviations from what you wanted are just a natural by-product of developing success through practice. Rather than using the term “mistakes” or “faults” it might help to refer to them as “things you were not happy about” or “things that were not as good as you would have liked”.

The very last learning goal will be to pass a full mock driving test under realistic exam conditions. From this you will appreciate that the practice tasks or activities associated with the achievement of any goal will tend to get longer as you approach the end of the course.

LDC Lesson Structure

**Beginning**
- Re-cap last lesson
- Finalise the plan for this lesson

**Middle**
- Goals
- Learning tasks and activities

**End**
- Assess progress
- Plan next lesson
The end of the lesson is where you assess what has been achieved and how you feel the lesson went. In particular you will set a provisional plan for the next lesson and consider what preparation you might undertake.

You may also choose to mark your lesson targets and update your master progress chart at this point or do this later as part of your lesson reflection process (see below).

Finally, you will need to update the lesson appointment and payment record ready for the next lesson.

Lesson reflective process is where you spend some time considering how your learning is going - what targets you achieved, what went well, what surprised you, how you would rate the outcome of the lesson and what aspects of your performance you would like to do better or feel better about. This will help you to finalise what you would really like to do on the next driving lesson and therefore what workbook or video preparation might be useful.

Conclusion
By helping you to understand how the learning process works we hope to put you in the driving seat in more ways than one. The more you are in control of this process the better you will feel, the more enjoyable it will be and the quicker you will learn.
Lesson 1 - Getting moving

Introduction
Before you can begin to learn to drive you must make sure you have a valid provisional driving licence and are physically fit.

The main legal requirement in respect of this is your eyesight. You must be able to read a new style car number plate at a distance of 20.5 metres – about 5 car lengths – with glasses or contact lenses, if normally worn.

Aims and objectives
The main aim of the first lesson is to get you moving. To achieve this you will need to learn about the function of the controls, pre-start comfort and safety (the cockpit drill), precautions before starting the engine, moving off and stopping.

During this lesson you will learn how to:

a) Meet the necessary eyesight requirement;
b) Enter and leave the car safely;
c) Name, and explain the function of the main hand and foot controls;
d) Complete the necessary cockpit drill to ensure you, the car and your passengers are secure and ready for driving;
e) Start and stop the engine safely;
f) Make the appropriate observation checks before moving off and stopping;
g) Move away safely under control, making proper use of the accelerator, clutch and handbrake;
h) Use the indicator switch and understand the basic use of direction indicators when moving off and stopping;
i) Use the MSM routine when stopping;
j) Make the car safe after stopping.

What is the examiner looking for?
The following sections of the driving test report, contained in this workbook, relate in part, or in full, to the knowledge and skills learnt in this lesson.

1a. Eyesight (page 139)
11. Precautions (page 143)
13. Move off (page 146)
25. Position/normal stops (page 153)

Location
The Getting Moving lesson should ideally be conducted in a car park or on a straight, wide, quiet road with no obstructions.

Key learning points

The main controls
The first controls that you learn about are the 'main' foot and hand controls.

The Foot Controls

The accelerator pedal
The accelerator, or gas pedal, is used with the right foot to control the speed of the car by increasing or decreasing the flow of fuel to the engine. This occurs when the car is in gear and the clutch plates are together. The pedal requires very little pressure to operate and should be used very lightly.

The foot brake
The foot brake operates brakes on all four wheels and is used to slow the car down. It is operated by swivelling the right foot from the accelerator pedal to the foot brake while trying to keep your heel on the floor.

The pedal should be pressed progressively firmer then as you reach the required speed smoothly released (i.e. squeeze and ease).
When you press this pedal the brake lights at the back of the car come on to warn other drivers that you are slowing down or stopping.

The clutch pedal
The clutch pedal is used with the left foot to break the link between the engine and the wheels by separating the clutch plates. You use it when changing gear and stopping. To operate the pedal press it firmly as far as it will go and then release it slowly and smoothly.

The indicators
The indicator stalk is usually located to either side of the steering wheel, it is designed for fingertip control. To signal simply move the stalk in the same direction as the steering wheel turns for the manoeuvre.

The gear lever
The gear lever is used with the clutch to select the gears. There are usually five forward gears and one reverse gear. Between the gears there is a central position called ‘neutral’. When the lever is in this position, no gear is selected.

The handbrake
The handbrake is used to hold the car still after it has stopped. Because the handbrake is only connected to two wheels it should not be used when the car is moving. To apply the handbrake press the button with your thumb and pull the lever upwards as far as it will go and then release the button. To release the handbrake press the button in and push the lever down.
**Entering the car safely**
Before entering a car you must check that it is safe to do so. Approach the car from behind wherever possible, then look up and down the road for traffic before opening the door. As soon as you are seated check that the handbrake is applied.

**Leaving the car safely**
It is just as important to check for safety before you leave the car. Check the driver’s door mirror and look over your right shoulder before opening the door to make sure you are not going to inconvenience anyone.

**The Cockpit drill**
The cockpit drill is a simple sequence of actions that must be carried out each time you sit behind the driving wheel.

**Doors**
Make sure that all doors are firmly shut. Take special care if you are carrying children, use child locks if your car has them.

**Seat**
Adjust the base of your seat so that you have a good view of the road ahead and can operate the foot pedals easily. Firstly, if the base of the seat can be raised up and down adjust it until you can get a good view of the road ahead. Secondly, ensure that you can depress the clutch pedal fully while not over stretching your left leg.

Thirdly, adjust the backrest of your seat so that you can reach all of the steering wheel with your arms slightly bent. In some cars the steering wheel can be adjusted up, down, in or out. Use this adjustment in combination with the back rest. Fourthly, make sure that the head restraint is adjusted correctly to protect your neck and spine.

**Mirrors**
Adjust all of your mirrors so that you can obtain a clear view of the road behind and to each side of your vehicle. Use your left hand to adjust the interior mirror to frame the back window and be careful not to touch the surface of the mirror with your fingers. If the vehicle is new to you check which mirrors are convex i.e. curved to give a wider field of vision. A convex mirror will make the image in the mirror appear smaller than it actually is and therefore further away.

**Seatbelts**
Adjust your seatbelt to suit your body height if this is possible. Then fasten your seatbelt being careful not to twist the straps and make sure that your passengers fasten theirs too. The driver is responsible for ensuring that all children under the age of 14 wear seat belts or use an approved child restraint. Full details about seatbelt laws can be found in the Highway Code.

**Fuel**
Before setting off check that you have sufficient fuel for your journey. Some fuel gauges register when the ignition is switched off. Others however, will only register when the ignition is switched on, in which case the fuel check becomes part of the procedure to switch the engine on. Always check the handbrake is on and neutral is selected before turning the ignition key.
Switching the engine on and off
Before starting the engine you should check that the handbrake is on and that the gear lever is in neutral.

Turn the ignition key and immediately release it as the engine starts (to avoid damaging the starter motor). Return the key back to the zero position to switch the engine off.

Moving off
Moving off is easy so long as you follow the POM (Prepare, Observe, Move) routine. Once you have started the engine and prepared the car to move use the MSM (Mirrors, Signal, Manoeuvre) routine as you start to move.

Prepare
Make sure the car is ready to move

1. Press the clutch down as far as it will go.
2. Select first gear.
3. Rest your left hand on the handbrake.

Observe
(Mirrors and Signal)
Make sure it is safe to move

1. Take observations all around your vehicle and check your mirrors in the following sequence:
   a) Left (nearside) mirror
   b) Interior mirror
   c) Look ahead
   d) Right (offside) mirror
2. Is it safe to proceed? Look over your right shoulder to check your right blind-spot. You are looking for potential dangers from other road users.
3. Signal, if anyone will benefit and return your hand to the handbrake.

Move
(Manoeuvre)
Move the car forward into the correct driving position

1. When you are sure it is safe to move, release the handbrake.
2. Bring the clutch up smoothly all the way as you gently press the accelerator to help move the car forward.
3. As the car starts to move check your interior mirror and right door mirror again.
4. Move your left foot away from the clutch pedal and rest it on the floor.
5. Steer to your normal driving position, about a metre from the kerb.
6. Cancel your signal, if you applied one.
7. Press the gas pedal to pick up speed and look well ahead.
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*Make sure it is safe to move*

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7. Press the gas pedal to pick up speed and look well ahead.
**Stopping**

1. Apply the **Mirrors, Signal, Manoeuvre** routine for stopping. Check your interior mirror and left door mirror to ensure it is safe, signal if it will benefit anyone.

2. Steer closer and parallel to the kerb.

3. Press the brake pedal progressively firmer and just before the car stops begin to ease off and depress the clutch pedal fully.

4. Finally, make the car safe:
   - Apply the handbrake.
   - Select neutral.
   - Remove your feet from the pedals.
   - Cancel your signal if you applied one.

**Highway Code Study**

The following sections of the Highway Code relate to this lesson.

HC Rules: 92, 97, 99 - 104, 117, 159 - 161 and 243.
Quiz

1) On the diagram below please name the pedals and indicate which are operated by the right foot and which are operated by the left foot.

```
<table>
<thead>
<tr>
<th>Foot (L/R)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name (A/B/C)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

A = Accelerator
B = Brake
C = Clutch

2) The indicator stalk is on the left-hand side of this steering wheel. Indicate whether you move the stalk up or down to signal to the left. (Tick as appropriate)

```
| Up | | | |
| Down | | | |
```

3) Link the clutch plate diagram with the appropriate circumstance. Please match the letter denoting the circumstance, to the appropriate diagram.

A. Engine on, clutch pedal up.
B. Engine off, clutch pedal up.
C. Engine on, clutch pedal down.
D. Engine off, clutch pedal down.

```
| | | |
```

4) When the gear lever is in neutral and your foot is not on the clutch pedal, the clutch plates are apart.

```
True False
```

5) The cockpit drill is the safety drill that you must carry out:

```
Every time you sit behind the wheel of a car.  
Only after someone else has been driving the car.  
Occasionally.
```

6) Using two different coloured pens/pencils draw or shade the area behind and to the sides of the vehicle below to show the areas you can see in your mirrors and where the blindspot area would be.
7) Which hand should you normally use to adjust the interior mirror?

- Left hand [ ]
- Right hand [ ]

8) Often door mirrors are convex rather than flat, which gives a wider field of vision but makes objects seem:

- Smaller and therefore further away. [ ]
- Larger and therefore closer. [ ]

9) Please number the four steps for preparing the car to move.

- Select first gear.
- Bring clutch to biting point.
- Set the gas.
- Fully depress the clutch pedal.

10) Number the steps for observational checks before moving off.

- Left door mirror. [ ]
- Look ahead. [ ]
- Right door mirror. [ ]
- Interior mirror. [ ]
- Right blindspot check. [ ]
- Signal, if necessary. [ ]

11) What advice does ‘The Highway Code’ give about signal use? (Tick as appropriate)

- Give signals every time you change position. [ ]
- Signals must only be given by using the indicators. [ ]
- Signals warn and inform other road users of your intended actions. [ ]

12) The Highway Code states that you should normally: (Tick as appropriate)

- Drive just left of the centre line. [ ]
- Keep to the left. [ ]
- Keep close to the kerb. [ ]
- Keep well to the left on right-hand bends. [ ]

Please check your answers by looking at page 201.
Learning tasks and activities
Below are examples of the kind of learning tasks and activities you might choose to perform to help you achieve the aims and objectives of this lesson.

1. Read a number plate from the minimum distance required (compulsory legal requirement).
2. Demonstrate how to safely enter the car and ensure the car is secure.
3. Demonstrate how to complete a cockpit drill and explain the risks associated with not doing any part of the drill properly.
4. Demonstrate how to properly apply and release the hand brake.
5. Explain how to use each of the foot pedals and their purpose.
6. Demonstrate how to select first gear and release the clutch pedal slowly, as if moving off, while stationary with the engine switched off.
7. Demonstrate how to safely start the engine.
8. If the car permits demonstrate how to move away and stop using only the clutch pedal having first made sure the hand brake was released and the car was in first gear.
9. As above but using the accelerator to move away faster and the foot brake to aid with stopping.
10. Demonstrate how to safely move off and pull up at the side of the road.
11. Demonstrate how to safely move off, change into 2nd gear and pull up at the side of the road.
12. Maintain a crawling pace using clutch control on a flat road for more than 20 metres.
13. Safely leave the car.

Awareness question
Please consider the question below and let your trainer know your thoughts.

1. What difference would having a driving licence make to your life now and in the future?
Lesson 2 - Gears

Introduction
Smooth gear changing is the first of three key foundation skills you need to learn, the others being steering and clutch control. Before moving onto Road Skills, part 2 of the Learner Driving programme, it is vitally important that these three foundation skills become second nature to you.

Aim and objectives
The aim of this lesson is to get you comfortable with changing gear and driving at a range of different speeds.

During this lesson you will learn how to:
- a) Make upward gear changes, in sequence, 1 through 5;
- b) Make downward gear changes, in sequence, 5 through to 1;
- c) Make upward selective gear changes;
- d) Make downward selective gear changes;
- e) Maintain a straight course and look well ahead whilst changing gear;
- f) Pull up and stop in different gears and get ready to move off as if at a junction.

What is the examiner looking for?
The following sections of the driving test report relate in part, or in full, to the knowledge and skills developed in this lesson:
- 12. Control - Clutch (page 144)
- 12. Control - Gears (page 145)
- 14. Use of mirrors (page 146)
- 18. Use of speed (page 148)
- 23. Positioning - Normal driving (page 151)

Location
For the Gears lesson you ideally need a long, straight road with little or no traffic. You will need somewhere to turn the car round, so you can return along the same road, you may need to do this a number of times if you only have a short road.

Key learning points

Changing gears
Gears can be changed up or down. This has nothing to do with the direction you move the gear lever, it simply means that you change to a higher gear (4 or 5) or a lower gear (1 or 2). The basic rule is that you change up through the gears as the speed of the car increases and down when you need more power from the engine. For example, you would change down to a lower gear when climbing a hill or pulling away at low speed.

The gears determine the amount of power available from the engine.

First gear provides the most pulling power but the least potential for speed, whilst fifth gear which provides the least pulling power allows the greatest range of speed.

The basic gear changing rule is ‘brakes to slow - gears to go’. As the car increases speed, change up through the gears. When you want to slow down, use the foot brake. You need only change to a lower gear when you need the accelerator again to ‘drive’ the car.

Selective gear changing
Selective gear changing means you sometimes miss out gears, for example, by changing from fifth or fourth gear to second gear. This method is called ‘selective’ or ‘block’ gear changing.

<table>
<thead>
<tr>
<th>Gear</th>
<th>Power</th>
<th>Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R</td>
<td>0-5</td>
</tr>
<tr>
<td>2</td>
<td>Low</td>
<td>0-10</td>
</tr>
<tr>
<td>3</td>
<td>High</td>
<td>10-25</td>
</tr>
<tr>
<td>4</td>
<td>High</td>
<td>20-40</td>
</tr>
<tr>
<td>5</td>
<td>High</td>
<td>30-50</td>
</tr>
<tr>
<td>R</td>
<td>High</td>
<td>40-70</td>
</tr>
</tbody>
</table>

Test requirement
I feel confident in my ability to meet:
- “11. Precautions” on page 143.

National Driving Standards
Practical elements covered in part or in full as part of this lesson:
- 2.1.1 Start the vehicle (in part)
- 2.1.2 Moving off safely and smoothly (in part)
- 2.1.3 Stopping the vehicle (in part)
- 2.2.2 Acceleration control
**Introduction**
You have now completed the programme and should have the necessary driving skills to pass the UK driving test. However, before you take the test it is important that you understand how the test works so that you do not get any surprises on the day. To do this your instructor will simulate a full driving test and act like an examiner.

**Lesson aims and objectives**
The purpose of this lesson is to make you comfortable with the driving test itself and identify any final driving weaknesses you may have. By the end of this lesson you should be able to:
- identify the three categories of driving fault that may occur on the driving test;
- assess the outcome of your driving test from the marking sheet provided;
- explain the procedure that is likely to be followed on the day of the test;
- identify any remaining driving weaknesses.

**Driving test overview**
The Driving Standards Agency driving test for car drivers is about 40 minutes long. During this time the examiner will expect you to satisfy the eyesight test, show and tell him how to undertake certain vehicle safety checks and demonstrate an ability to drive the car safely around a given test route. The route will encompass a wide variety of different road conditions and at various points along the way the examiner will also require you to complete certain test manoeuvres.

**Manoeuvres**
In particular you will be required to undertake one of the set manoeuvres and possibly an emergency stop.

Parking behind a parked car or into a parking bay; reversing round a corner to either the left or right; turn in the road.

**The examiner**
The examiner will try to put you at ease, as the last thing they want is to make you feel unnecessarily anxious or uncomfortable. The examiner is there to test your driving ability not your nerve.

Don’t be surprised at how friendly the examiner is. You may find that your examiner offers encouragement or advice with regard to your test nerves. Once the examiner has introduced himself and checked your licence you will be asked if you would like your instructor or accompanying driver to sit in on the test. You will then accompany the examiner to your vehicle where he will check it’s condition and you will be asked to read a number plate at the required distance.

**Show me tell me**
At this point the examiner will ask you two questions, one ‘show me’ and one ‘tell me’. One or both questions answered incorrectly will result in one minor driving fault being recorded. If the “show me” question requires you to open the bonnet this question will be asked before you get into the vehicle otherwise the “show me tell me” part of the test will commence after you have entered the vehicle.

Next you start the driving part of the driving test. While still in the car park the examiner may ask you to pull forward and complete the bay park exercise otherwise you will be asked to move away when it is safe to do so.

**Route directions**
The examiner will give you route directions in good time. If you go the wrong way do not panic the examiner is testing your ability to drive not your ability to follow instructions. It is better to go the wrong way correctly than to go the right way incorrectly. If at any time you are unsure what the examiner requires do not hesitate to check what he wants; the examiner appreciates that you may be nervous and will be happy to repeat or clarify any instructions given.

**Independent driving**
You will also be asked to drive independently for a period of approximately 10 minutes. Before this section of the test the examiner will ask you to pull up on the left and then you will be asked to follow a series of verbal route directions, direction signs or a combination of both.
The marking system
As soon you are asked to move off the examiner will start to assess your driving ability, noting any driving faults you may commit on the Driving Test Report – the DL25 (see diagram opposite).

There are three types of driving fault – minor, serious or dangerous. A serious or a dangerous fault will result in a test failure. An accumulation of more than 15 minor driving faults will also result in a test failure.

If a minor fault is committed the examiner denotes this by a '/' slash in the first box against the appropriate report heading. At the end of the test the examiner will use the second box to note the total number of minor driving faults against that heading. If a serious fault is committed the examiner will denote this by placing a '/' in the third box against the appropriate heading. Finally, if a dangerous fault is committed the examiner will denote this by placing a '/' in the fourth box against the appropriate heading.

A dangerous fault results in test failure because the examiner or another road user had been forced to take evasive action to avoid an accident.

A serious fault also results in test failure because the fault affected another road user or had the potential to affect another road user.

A minor fault does not result in a test failure because it would not normally cause an accident but could be a contributing factor in certain circumstances. More than fifteen such faults would suggest that the candidate was lucky not to have committed a serious or dangerous fault and should therefore fail the test.

On the following pages you will see a list of common faults recorded by examiners under each of the headings shown. Use this as a guide to help you determine what, if any, driving weaknesses you may still have.

Vehicle safety checks
‘Show me tell me’
After you have successfully completed the eyesight test and shown the examiner to the vehicle he will ask two questions, one ‘show me’ and one ‘tell me’. One or both questions answered incorrectly will result in one driving fault (i.e. minor fault) being recorded. The questions used by the examiner are as follows:

“Show me” questions and answers
1) Open the bonnet, identify where you would check the engine oil level and tell me how you would check that the engine has sufficient oil?

Answer: Identify dipstick/oil level indicator, describe checking of oil level against the minimum/maximum markers.

2) Show me / explain how you would check that the power assisted steering is working before starting a journey?

Answer: If the steering becomes heavy the system may not be working properly. Before starting a journey two simple checks can be made.

Gentle pressure on the steering wheel, maintained while the engine is started, should result in a slight but noticeable movement as the system begins to operate.

Alternatively turning the steering wheel just after moving off will give an immediate indication that the power assistance is functioning.

3) Open the bonnet, identify where you would check the engine coolant level and tell me how you would check that the engine has the correct level?

Answer: Identify high/low level markings on header tank where fitted or radiator filler cap, and describe how to top up to correct level.
The marking system

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### Driving Test Report

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### Vehicle safety checks

After you have successfully completed the eyesight test and shown the examiner to the vehicle he will ask two questions, one 'show me' and one 'tell me'. One or both questions answered incorrectly will result in one driving fault (i.e. minor fault) being recorded. The questions used by the examiner are as follows:

**“Show me” questions and answers**

1) Open the bonnet, identify where you would check the engine oil level and tell me how you would check that the engine has sufficient oil?
   - Identify dipstick/oil level indicator, Answer: describe checking of oil level against the minimum/maximum markers.

2) Show me / explain how you would check that the power assisted steering is working before starting a journey?
   - If the steering becomes heavy Answer: the system may not be working properly.
   - Before starting a journey two simple checks can be made.
   - Gentle pressure on the steering wheel, maintained while the engine is started, should result in a slight but noticeable movement as the system begins to operate.
   - Alternatively turning the steering wheel just after moving off will give an immediate indication that the power assistance is functioning.

3) Open the bonnet, identify where you would check the engine coolant level and tell me how you would check that the engine has the correct level?
   - Identify high/low level markings Answer: on header tank where fitted or radiator filler cap, and describe how to top up to correct level.

**“Tell me” questions and answers**

24 Pedestrian crossings
25 Position / normal stops
26 Awareness / planning
27 Ancillary controls
28 Eco Safe Driving
29 Spare 1
30 Spare 2
31 Spare 3
32 Spare 4
33 Wheelchair

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I acknowledge receipt of Pass Certificate Number: Licence rec'd: Yes
Wheelchair Cert. No: COA: No

There has been no change to my health: see note 29 overtaking.
4) Show me how you would check the parking brake (handbrake) for excessive wear, make sure you keep safe control of the vehicle?

**Answer:** Apply footbrake firmly. Demonstrate by applying parking brake so that when it is fully applied it secures itself, and is not at the end of the working travel.

5) Show me how you would check that the horn is working (off road only)?

**Answer:** Check is carried out by using the control (turn on ignition if necessary).

6) Open the bonnet, identify where the brake fluid reservoir is and tell me how you would check that you have a safe level of hydraulic brake fluid?

**Answer:** Identify reservoir, check level against high/low markings.

7) Show me how you would check that the direction indicators are working?

**Answer:** Apply the indicators or hazard warning switch and check functioning of all indicators (may need to switch ignition on).

8) Show me how you would check that the brake lights are working on this car? (I can assist you, if you need to switch the ignition on, please don’t start the engine)

**Answer:** Operate brake pedal, make use of reflections in windows, garage doors, etc, or ask someone to help. (may need to switch ignition on).

9) Show me how you would clean the windscreen using the windscreen washer and wipers?

**Answer:** Operate control to wash and wipe windscreen (turn ignition on if necessary).

10) Show me how you would set the demister controls to clear all the windows effectively, this should include both front and rear screens?

**Answer:** Set all relevant controls including; fan, temperature, air direction / source and heated screen to clear windscreen and windows. Engine does not have to be started for this demonstration.

11) Show me how you would switch on the rear fog light(s) and explain when you would use it/them? (No need to exit vehicle, please don’t start the engine.)

**Answer:** Operate switch (turn on dipped headlights and ignition if necessary). Check warning light is on. Explain use.

12) Show me how you switch your headlight from dipped to main beam and explain how you would know the main beam is on whilst inside the car?

**Answer:** Operate switch (with ignition or engine on if necessary), check with main beam warning light.

**“Tell me” questions and answers**

1) Identify where the windscreen washer reservoir is and tell me how you would check the windscreen washer level?

**Answer:** Identify reservoir and explain how to check level.

2) Tell me how you would check that the brakes are working before starting a journey?

**Answer:** Brakes should not feel spongy or slack. Brakes should be tested as you set off. Vehicle should not pull to one side.

3) Tell me how you would check that the headlights & tail lights are working? (No need to exit vehicle)

**Answer:** Operate switch (turn on ignition if necessary), then walk round vehicle. (As this is a “Tell Me” question, there is no need to physically check the lights.)
The Driving Test

4) Tell me where you would find the information for the recommended tyre pressures for this car and how tyre pressures should be checked?

Answer: Manufacturer’s guide, use a reliable pressure gauge, check and adjust pressures when tyres are cold, don’t forget spare tyre, remember to refit valve caps.

5) Tell me how you would check the tyres to ensure that they have sufficient tread depth and that their general condition is safe to use on the road?

Answer: No cuts and bulges, 1.6mm of tread depth across the central ¾ of the breadth of the tyre and around the entire outer circumference.

6) Tell me how you make sure your head restraint is correctly adjusted so it provides the best protection in the event of a crash?

Answer: The head restraint should be adjusted so the rigid part of the head restraint is at least as high as the eye or top of the ears, and as close to the back of the head as is comfortable. N.B. Some restraints might not be adjustable.

7) Tell me how you would know if there was a problem with your anti lock braking system?

Answer: Warning light should illuminate if there is a fault with the anti lock braking system.

There are 12 different "show me" questions and 7 "tell me" questions.

Question combinations
The examiner will use one of the following 13 combinations, of the questions, on the test. The first number before the slash is the “show me” question the second number is the “tell me” question.

Combination 1. 7/2 Combination 8. 5/5
Combination 2. 8/1 Combination 9. 9/2
Combination 3. 2/4 Combination 10. 10/3
Combination 4. 4/1 Combination 11. 11/7
Combination 5. 1/4 Combination 12. 8/3
Combination 6. 3/6 Combination 13. 12/7
Combination 7. 6/5

Driving Test guide
To help you understand what will be covered on the test and how each item will be assessed we have produced a set of notes associated with each item on the Driving Test Report (shown earlier), arranged in a logical sequence as follows:

1a. Eyesight test (page 139)
2. Controlled stop (page 140)
3. Reverse left (page 140)
4. Reverse right (page 140)
5. Reverse park (page 141)
6. Turn in road (page 143)
7. Show me tell me vehicle checks (page 143)
11. Precautions (page 143)
12. Controls (page 144)
13. Move off (page 146)
14. Use of mirrors (page 146)
15. Signals (page 146)
16. Clearance/obstructions (page 147)
17. Response to signs and signals (page 147)
18. Use of speed (page 148)
19. Following distance (page 149)
20. Progress (page 149)
21. Junctions (page 149)
22. Judgement (page 150)
23. Positioning (page 151)
24. Pedestrian crossings (page 152)
25. Position/normal stops (page 153)
26. Awareness and planning (page 153)
27. Ancillary controls (page 153)
28. Eco safe driving (page 154)

1a. Eyesight test

Before you can start the driving test you must demonstrate that your eyesight is good enough to be able to drive safely.

You do this by reading a clean number plate of the old style from a minimum distance of 20.5 metres (approximately 67 feet or 5 car lengths). If reading a new style number plate (these letters are narrower) you must be able to read it from a minimum distance of 20 metres (approximately 66 feet).

If you need to wear glasses or contact lenses to achieve this, you will be required to wear them throughout the test and whenever you drive normally.
If you have difficulty with spoken English you are permitted to write down what you see.

If you cannot read the number plate the examiner will ask you to read a second number plate and if necessary take you a little closer to just over the required distance.

If you still have a problem the examiner will then measure the exact distance and check your ability to read a third number plate. If you cannot read this third plate correctly you will fail your driving test and the test will go no further.

Driving fault recorded
1a Eyesight:
Unable to read a number plate at 67 feet or 20.5 metres (or if new style number plate 66 feet or 20 metres) that is about five car lengths. This is a serious fault resulting in the termination of the test.

2. Controlled stop

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<tr>
<th>2 Controlled Stop</th>
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<td>Promptness</td>
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While the vast majority of circumstances that would require you to stop can be predicted by the application of good hazard perception skills there will always be the odd circumstance that cannot, and hence the reason why the emergency stop is included in the driving test as an option.

If included the examiner will ask you to pull up before explaining the procedure. Before issuing the command the examiner will look around to make sure it is safe to conduct the exercise. If it is not safe the examiner will expect you to continue to drive until a safe opportunity arises.

What the examiner is looking for
The examiner is assessing your ability to stop the car:

1. Very quickly.
2. By braking in one smooth progressive action.
3. In a straight line with both hands firmly on the steering wheel.
4. Without locking the wheels and causing any unnecessary skidding.
5. Without depressing the clutch pedal until just before the car comes to a halt.

The examiner is also checking to see that you properly secure the car by

1. Applying the hand brake.
2. Placing the gear into the neutral position before releasing your feet from the footbrake and clutch.

Because the car is positioned away from the kerb the examiner will also expect you to take additional observational checks towards your left hand blind spot before moving off.

Driving faults recorded
2 Controlled stop
Promptly:
- Slow reaction to signal.
- Not stopping quickly enough.

Under control:
- Uses footbrake and clutch together.
- Clutch pedal used too soon.
- Harsh stamping rather than progressive application of the footbrake.
- Uses handbrake to stop.
- Locks front or rear wheels.
- Induces a skid by braking and steering at the same time.
- Loses control by skidding.

3 and 4. Reverse left and right

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<tbody>
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<td>Observation</td>
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The reverse around the corner is an optional test manoeuvre and for car drivers would usually be to the left rather than to the right.
How to use this diary
This diary can be utilised in a number of different ways. However, it has been designed with the following steps in mind:

1. Each page in this diary represents a practical driving lesson which may cover one or more lessons in the course programme. Start by recording the date, time and duration of the next driving lesson at the top of a new diary page.

2. Below this information line indicate if you intend to go ahead with your provisional plan for this lesson (as discussed at the end of the last lesson or during an initial home visit). If not outline what you hope to achieve or cover during this driving lesson and what preparation you have done.

3. Review or reflect upon what you did during this driving lesson, answering the questions shown. This may be done as part of a review at the end of this lesson or at home as part of your lesson reflection.

4) Review or reflect upon the targets you feel you achieved in this driving lesson. If you do this as part of a review at the end of this lesson you will not need to complete this section. If however you do this task at home as part of your lesson reflection you will need to complete this section and list the lesson targets you feel you achieved. This will enable your instructor to update their records of your progress when you next meet. Remember to also update your master progress chart.

5. At the end of the driving lesson discuss progress and agree a provisional plan for the next driving lesson.

For each practical lesson:

- At home
- During the practical lesson

Start a new diary page. Based upon your reflection decide if you still want to go with the provisional plan.

Determine a final plan for this driving lesson and undertake any useful preparation.

At the start of the practical driving lesson finalise what you plan to achieve and decide how best to structure the lesson.

Undertake the practical lesson covering as much as you can of the plan you finalised with your trainer.

At the end of the lesson discuss progress and a provisional plan for the next driving lesson.

Later, reflect upon the practical lesson, update the targets achieved and answer the questions if not already completed.
1. Lesson information

<table>
<thead>
<tr>
<th>Lesson:</th>
<th>Date:</th>
<th>Time:</th>
<th>Duration:</th>
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2. Today’s plan

Have you decided to go ahead with the provisional plan from the last lesson? ☐ Yes ☐ No
If no what would you like to achieve, how would you like to go about it and what preparation have you done?

3. Lesson review/reflection

a) What did you enjoy in this driving lesson? b) What went well? c) Were you surprised by anything?

d) On a score of 1 to 10 where 1 means you are very disappointed and 10 means you are very happy how do you now rate your progress?

f) What would you like to do better or feel better about?

e) On a score of 1 to 10 where 1 means not at all and 10 means fully was the practical driving lesson how you expected it to be?

4. Lesson targets achieved

What new course targets did you achieve in this driving lesson?

5. Provisional plan for next lesson

What would you like to achieve, how would you like to go about it and what preparation will you do?
Instructor Details:

Name: ..................................................................

Telephone home: ..................................................

Telephone mobile: ................................................

Email: ..................................................................

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<th>Day</th>
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# Appointment and payment record

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<tr>
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<th>Time</th>
<th>Hours Booked</th>
<th>Hours Taken</th>
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</tr>
</thead>
</table>

**Lesson 1. Getting Moving**
1. L, R, R   C, B, A
2. Down
3. C, A, B, D
4. False
5. 
6. 
7. Left hand
8. 
9. 2, 4, 3, 1
10. 1, 3, 4, 2, 5, 6

**Lesson 2. Gears**
1. 5, 2, 3, 1, 4
2. 
3. 
4. No
5. 
6. 

**Lesson 3. Steering & ancillary controls**
1. 
2. False
3. 
4. True
5. 
6. 
7. True
8. 
9. 
10. F, T, T
11. T, T, T
12. T, F, T
13. F (medical exemptions), F, T, T

**Lesson 4. Coordination**
1. True
2. B, A, D, C
3. 
4. No
5. 
6. 

**Lesson 5. The emergency stop**
1. False
2. 
3. No
4. 6, 13, 24
5. Left
6. True
7. Both
8. False

**Quiz answers**

<table>
<thead>
<tr>
<th>Gear</th>
<th>Power</th>
<th>Speed</th>
<th>from</th>
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<tbody>
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<td>1 R</td>
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**M1. Straight line reverse**
1. True
2. 
3. 
4. 
5. 2, 1, 3
6. C, B, A

**M2. Reverse to the left**
1. 
2. 
3. 
4. 
5. A = Wait, B = Wait, C = Pull forward, D = Pull forward
Master progress chart

Part 1 Control skills targets achieved

1. Getting moving (p16) 1 2 3 4 5 6 7 8 9 10
2. Gears (p22) 1 2 3 4 5 6 7
3. Steering and ancillary controls (p28) 1 2 3 4 5 6
4. Coordination (p34) 1 2 3 4 5 6 7 8
5. The emergency stop (p38) 1 2 3 4 5 6 7

Manoeuvres

M1. Straight line reverse (p42) 1 2 3 4 5 6 7 8 9 10
M2. Reversing to the left (p46) 1 2 3 4 5 6 7 8 9 10
M3. Reversing to the right (p50) 1 2 3 4 5 6 7 8 9 10
M4. Bay parking (p54) 1 2 3 4 5 6 7 8 9 10
M5. Turn in the road (p58) 1 2 3 4 5 6 7 8 9 10
M6. Parallel parking (p64) 1 2 3 4 5 6 7 8 9 10

Part 2 Road skills targets achieved

6. Hazard drill and basic junctions (p72) 1 2 3 4 5 6 7 8
7. Crossroads (p80) 1 2 3 4 5 6 7 8 9
8. Emerging from busier junctions (p86) 1 2 3 4 5 6 7
9. Roundabouts and mini roundabouts (p92) 1 2 3 4 5 6 7 8 9
10. Traffic signals and pedestrian crossings (p100) 1 2 3 4 5 6 7 8 9

Part 3 Traffic skills targets achieved

11. Hazard perception and defensive driving (p108) 1 2 3 4 5 6 7 8 9 10 11
12. Dual carriageways (p116) 1 2 3 4 5 6 7 8 9 10
13. Town and city centre driving (p122) 1 2 3 4 5 6 7 8 9 10 11
14. Progressive and eco-safe driving (p130) 1 2 3 4 5 6 7 8 9 10 11
15. Independent driving (p134) 1 2 3 4 5 6 7 8

Mock driving tests

Mock test 1
Mock test 2
Mock test 3

Motorway driving skills targets

MD. Motorway driving lesson (p160) 1 2 3 4 5 6 7 8 9 10 11