

P3 Test Planning Form - Lesson Overview

Student Name: Test Pupil
Form Assessed by: John Farlam
Date: 12 Dec 17

Please complete this planning process in conjunction with the accompanying notes

Lesson Title: Rural & High Speed roads

Driver Name: John Lucas

Test Centre: Coventry

Test Date: 24th Jan 18

Beginner New Subject:

Beginner Developing:

Intermediate New Subject:

Intermediate Developing:

Test Standard:

FLH:

Why is this lesson appropriate for this driver and what makes this driver suitable for test purposes?

This learner has had experience with 30 and 40 mph urban roads and is ready for faster out-of-town roads.

John is OK for test as he is not working on the test day and will be reliable. He is also a calm personality who will not be phased by the examiner.

List the key phases of the lesson:

Test Centre

Phase 1 From test centre - Urban drive through Bedworth

Phase 2 Discuss rural roads - then drive through Bulkington village

Phase 3 Discuss rural road - larger but still 50mph - potential faster- then drive through village

Phase 4 Discuss national speed limit road, through Wolvey

Phase 5 National speed limit road very narrow

Phase 6 Drive back - discussing relevant points

Phase 7 Test Centre - debrief

P3 Test Planning Form - Lesson Phase 1

Purpose: Introduction/Briefing at Test Centre

Student Name:..... Test Pupil.....
Form Assessed by:..... John Farlam.....
Date:..... 12 Dec 17.....

Approximate time (in minutes): 7 mins

Location: Test Centre

Key learning points for the lesson introduction and potential lesson goals

Discuss what the driver wants to achieve during the lesson

Establish a 'base line' of where the driver is now for today's subjects
Use the scaling method to determine the baseline.

Briefly discuss initial risks present on the drive out from the test centre.

Possible goals:

Apply hazard routine on rural roads

Recognise and deal with signs and markings on rural roads

Recognise speed limit changes

Recognise and deal with common rural hazards

Overtake if opportunity arises

Become independent on higher speed roads

Note: Thinking about 'What?', 'Why?', 'How?' and 'When?' will help you to build your plan

What questions might you ask when discussing lesson goals?

Are there any specific things that you want to learn about driving out of town?

How do you feel about driving at higher speeds?

What do you know about out of town driving?

What do you think we might meet/come across today?

Can you give me some examples of rural hazards?

About the initial drive:

What risks do you think we might meet as we drive through the industrial estate?

General note:

My intro will be a short discussion about open roads and I will jot down the goals that we agree on and I will suggest some goals based on the answers to any questions I ask.

P3 Test Planning Form - Lesson Phase 2

Student Name:.....Test Pupil.....
Form Assessed by:.....John Farlam.....
Date:.....12 Dec 17.....

Purpose: Warm up/recap drive

Approximate time (in minutes): 7 mins

Route start location: No. on Map: Test Centre

Key learning points, training method and relevant route features

Method: Watch and offer advice where needed - also point out key risks and hazards and ask questions if appropriate.

Features

Bayton road: Trucks, vans, bad parking

Traffic lights: Positioning and other traffic

Coventry road: Pedestrian refuges and side roads

Town-centre: Mini roundabouts

Bulkington road: Speed humps

Key learning: General hazard awareness and applying MSM routines

Pull up before hump bridge on Bulkington road to discuss next phase - avoid bus stop!

Note: Thinking about 'What?', 'Why?', 'How?' and 'When?' will help you to build your plan

Potential driver errors, route issues or other problems and corrective action/contingency plans

Speeding: stop - discuss and watch

Mirror use: looking for threats behind - stop and discuss make sure understanding

Following distance: extend route to take in park road and then back to main route

Hazard awareness based on the features listed above.

Places to stop and discuss on Bayton Road, Coventry road and Bulkington road if necessary.

P3 Test Planning Form - Lesson Phase 3

Purpose: Introduction to 50 mph roads

Student Name: Test Pupil
Form Assessed by: John Farlam
Date: 12 Dec 17

Approximate time (in minutes): 10 mins

Route start location: No. on Map: 2

Key learning points, training method and relevant route features

Discussion:

Getting used to higher speeds:

Ask about risks of higher speed roads - what can we expect in higher 50 mph speed limit.

Ask about centre line differences and road signs - test knowledge

Talk about road sign wrong way round

On the move:

Why is new road 50 and not 60

Questions about any hazards we meet

Highlight white hazard lines and lane lines

Discuss observation at higher speeds

Explain gear use for higher speed if necessary

Method: Watch, question, prompt if required

Note: Thinking about 'What?', 'Why?', 'How?' and 'When?' will help you to build your plan

Potential driver errors, route issues or other problems and corrective action/contingency plans

Driving too slowly - help by prompting to speed up

Road position - moving right on LH bend - correction but discuss at next stop point

Crossing white line - on the move

Not checking mirrors when identifying potential risk areas ahead - watch and test

Watch speed limit entering village - on the move correction

Following distance - prompt and question/explain

P3 Test Planning Form - Lesson Phase: 4

Student Name: Test Pupil
Form Assessed by: John Farlam
Date: 12 Dec 17

Purpose: Faster 60 mph roads

Copy this master sheet and complete for each additional phase of the lesson, including the 'drive back' to the test centre

Approximate time (in minutes): 10 mins

Route start location: No. on Map: 3 - map 2

Key learning points, training method and relevant route features

Discussion:

- Brief recap - answer any questions
- 60 mph roads
- Getting used to higher speeds
- National speed limit for different vehicles
- Risks we might encounter
- Feels ready for higher speed?

Drive:

- Speed on bends
- Larger vehicles
- General rural hazards
- Forward planning

Method:

Mainly watching and explaining with questions to highlight key issues on the route

Note: Thinking about 'What?', 'Why?', 'How?' and 'When?' will help you to build your plan

Potential driver errors, route issues or other problems and corrective action/contingency plans

- Not wanting to drive fast enough
- Assessing risks vs speed increase
- Contingency to turn around a run back over same route from Wolvey

Think about speed limit change at roundabout and high speed approach to crossroads.

If things are going well encourage totally independent driving after crossroads.

P3 Test Planning Form - Lesson Phase: 5

Student Name: Test Pupil
Form Assessed by: John Farlam
Date: 12 Dec 17

Purpose: Different types of 60 mph roads

Copy this master sheet and complete for each additional phase of the lesson, including the 'drive back' to the test centre

Approximate time (in minutes): 7 mins

Route start location: No. on Map: 4-map 3

Key learning points, training method and relevant route features

Purpose: To show some different National Speed Limit situations where it wouldn't be safe to get anywhere near the speed limit.

Discussion:

Brief recap - answer any questions

Explain that we will be driving on roads that might not feel like 60

Drive:

General discussion about speed

Questions about the speed limit and type of road

Importance of dealing with what can be seen - regardless of the speed limit

Note: Thinking about 'What?', 'Why?', 'How?' and 'When?' will help you to build your plan

Potential driver errors, route issues or other problems and corrective action/contingency plans

Driving too quickly for road width and bends

Crossing lines

Cutting corners

Stop and discuss then prompt if necessary.

P3 Test Planning Form - Lesson Phase: 6

Student Name: Test Pupil
Form Assessed by: John Farlam
Date: 12 Dec 17

Purpose: Drive back to test centre

Copy this master sheet and complete for each additional phase of the lesson, including the 'drive back' to the test centre

Approximate time (in minutes): 7 mins **Route start location: No. on Map:** 5-map 3

Key learning points, training method and relevant route features

Discussion:
Brief recap - answer any questions
Explain that we will be driving on lower speed limit roads and so it's important to adjust.

Drive:
General discussion about speed and difference from rural roads.
Recap some earlier hazard issues as we drive through town.

Note: Thinking about 'What?', 'Why?', 'How?' and 'When?' will help you to build your plan

Potential driver errors, route issues or other problems and corrective action/contingency plans

Driving too fast after high speed lesson - prompt if required.

P3 Test Planning Form - Lesson Phase: 7

Student Name: Test Pupil
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Date: 12 Dec 17

Purpose: *De-brief/reflection at Test Centre*

Approximate time (in minutes): 5 mins

Route start location: No. on Map: Test Centre

Expected key points for the lesson de-brief

Difference between urban and rural driving
Reflect on any issues
Plan for next lesson based on issues

Note: Thinking about 'What?', 'Why?', 'How?' and 'When?' will help you to build your plan

Examples of questions you might ask to encourage reflection

How do you feel about driving on rural roads? - Use scaling and compare to the start of lesson figure.

What can we improve?

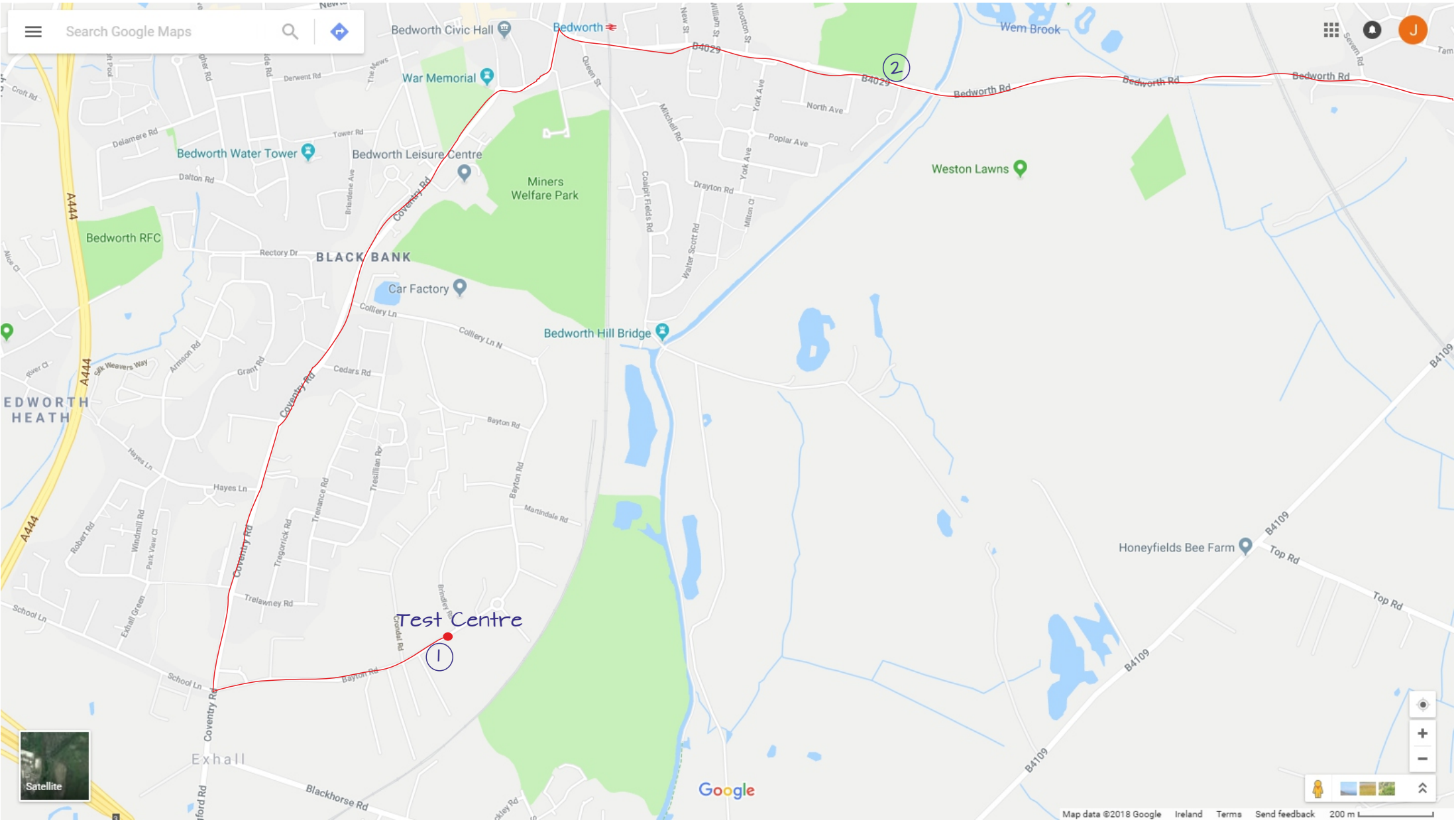
How can we improve?

Tell me 5 hazards on rural roads we have seen today

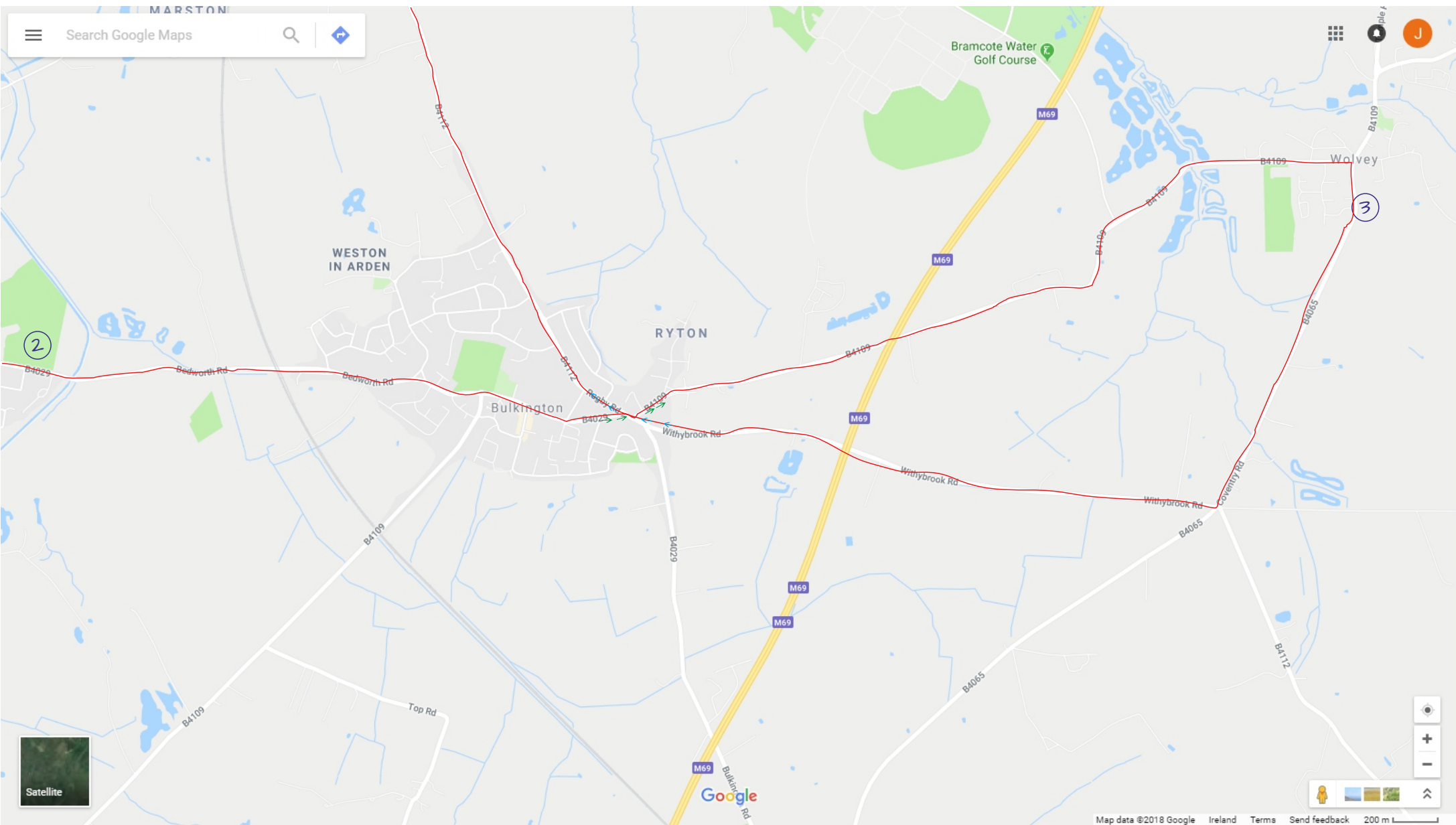
Does speed limit mean we can drive at that speed?

Are all hazards signed?

What is speed limit of large vehicles and does this help understanding of why they drive more slowly?



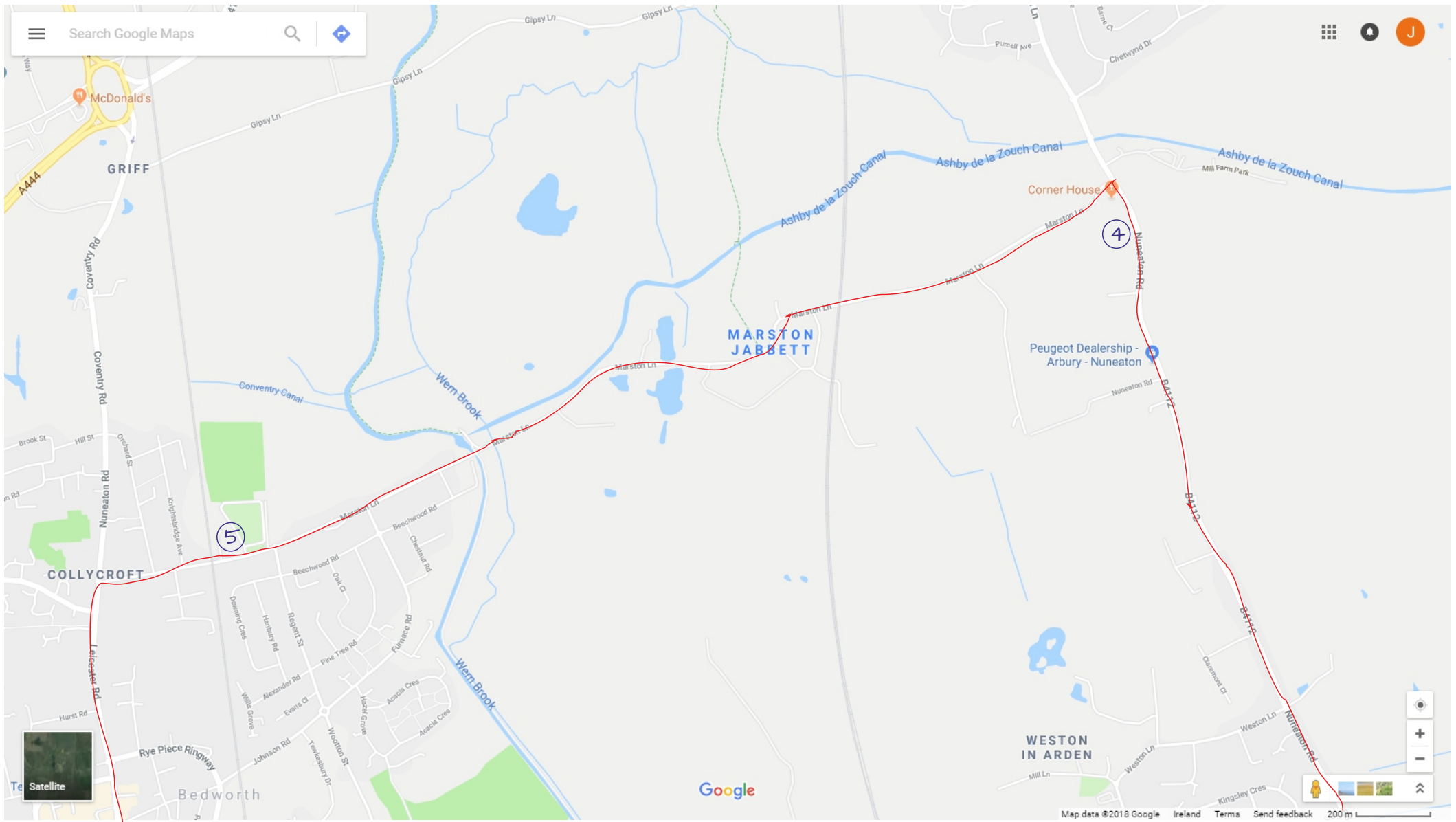
Map 1
Point 1 - Test centre
Point 2 - Introduction to 50 mph roads



Map 2

Point 2 - Introduction to 50 mph roads

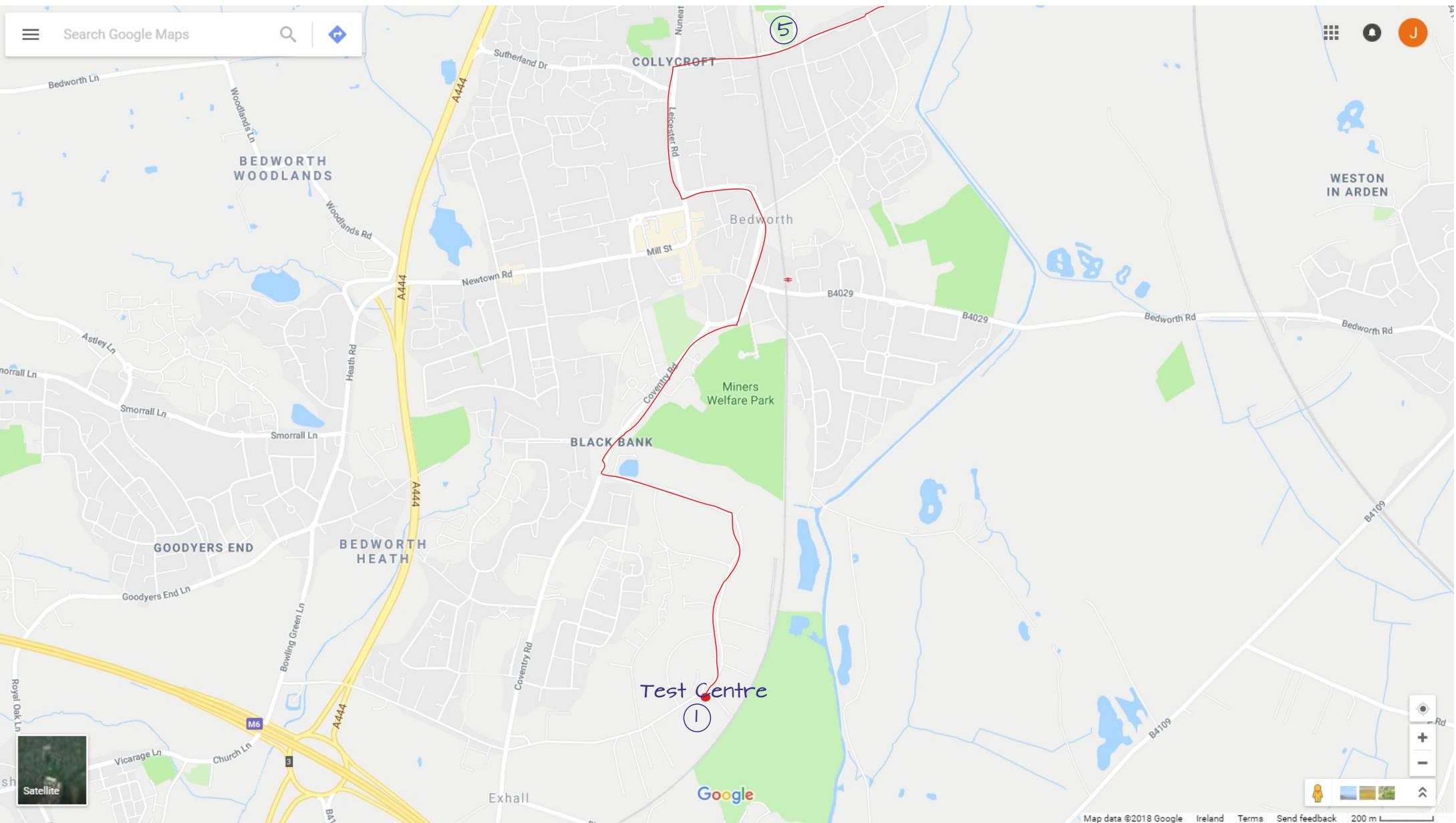
Point 3 - Faster 60 mph roads



Map 3

Point 4 - Different types of 60 mph roads

Point 5: Drive back to test centre



Map 4
Point 5: Drive back to test centre