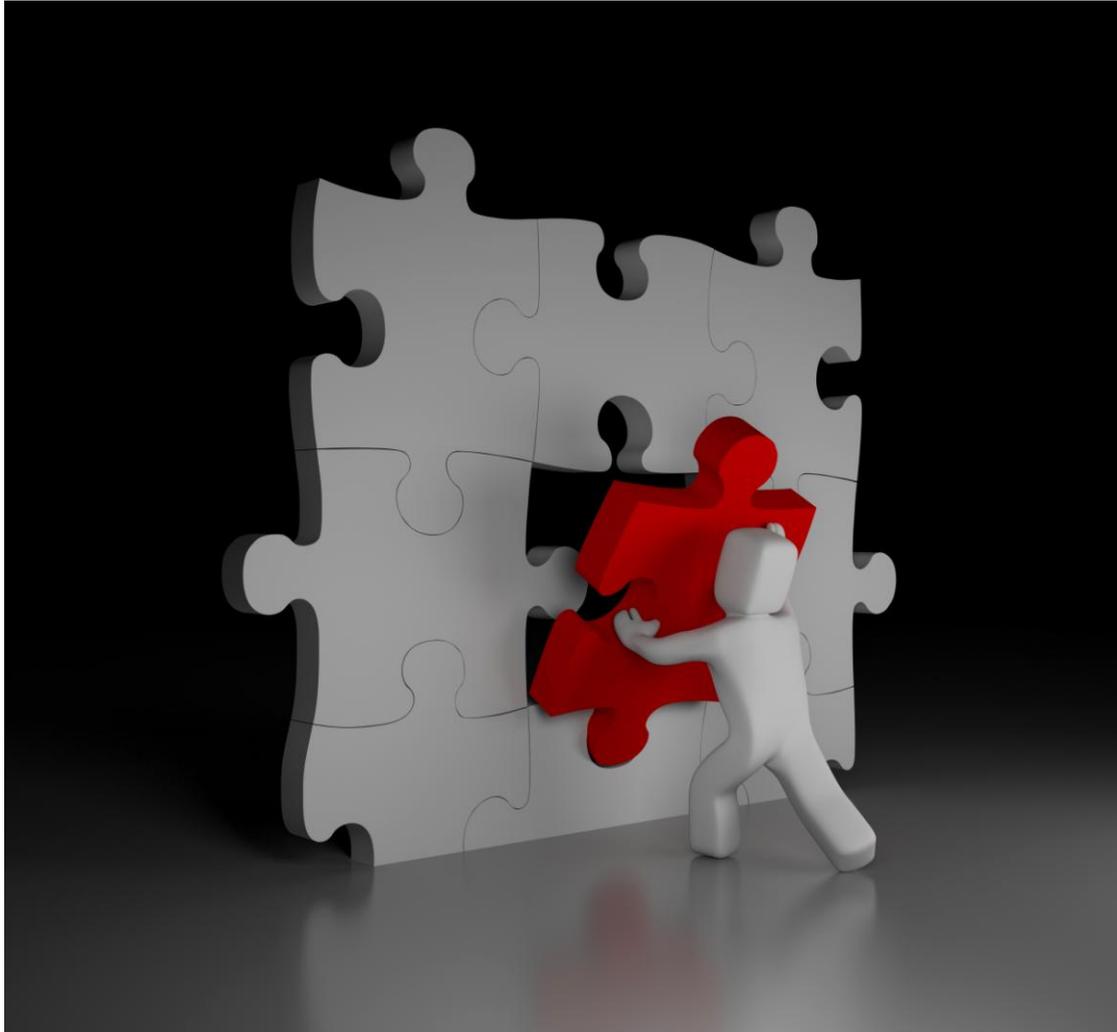


# BTEC Professional Award (Level 4) in Driver Coaching from the Tri-Coaching Partnership





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“Since returning to teaching this week, I have used many of the suggestions that arose, with great effect. I have found that I have listened better, and been more perceptive. I have used questions more skilfully, and best of all I have had a lot of fun doing it. The results have been fantastic, and have increased my enthusiasm even more.”

Alison Saggars ADI  
Hertfordshire

## Introduction

Welcome to the Tri-Coaching Partnership – Graham Hooper, John Farlam and Sue McCormack. Our aim is to help driving instructors to gain the knowledge and skills required for successful in-car coaching and a better business.

There has been a lot of discussion about coaching in the industry press during the past couple of years – attitudes towards coaching vary. Some instructors are against change of any kind, others apprehensive that they might be left behind as coaching becomes more popular, some are ‘afraid’ that they might not be able to learn a new and complex method of teaching.

The reality is that in all business, change happens. Those who move with the times prosper - the candlestick maker who moved into oil lamps, the stable owner who learned about ‘horseless carriages’. The driving instructors who learn new and efficient methods will be amongst the modern survivors.

The good news is that shifting to a new approach to teaching does not mean you have to forget everything that you have ever learned about your job, just the opposite in fact. The biggest gains are usually achieved by adding to your ‘training toolkit’, not by throwing all of your hard earned skills away in favour of a ‘magic’ fix all!

Our aim is to help you build upon your present skills as you develop new methods of lesson delivery and new ways to think about teaching – and to do this using proven ideas and methods designed by driving instructors for driving instructors.

By developing your coaching skills you will work towards a position where you can get more of what you want - a better income, more job satisfaction, better training results, a better work life balance or indeed anything else that you aspire to. But you might be wondering how a coaching course can deliver these benefits?

By understanding how to maximise your customers’ ability to learn, you will have the potential to develop a business that stands out above the average – and gains above average rewards.

**This document offers an overview of the BTEC in Coaching for Driver Development and the people behind it.**



## Coaching

The word 'Coaching' is a generic term for 'natural learning' or 'student centred' training and development. There is no single 'correct' way to coach – simply a set of principles and ideas to follow.

During the course, regardless of your starting point, you will develop your interpersonal skills (communication with others) and your intrapersonal skills (communication with yourself) and learn some useful 'tools' to help drive the coaching process.

### **Our aims when helping you to adopt a student centred approach are:**

- To develop your potential to earn more money

Experience is continuing to show that the better equipped instructors are able to buck the 'low price lessons' trend recognising that they are not 'victims' of the local or global economy – they achieve this by developing a customer experience that stands out from the competition.

- To improve your flow of business - through recommendations that bring in new business.

By providing a more compelling customer experience and combining this with pro-active recommendation strategies you will improve your business flow (if you are already working to capacity – you can increase your charge out rate).

- To help you to develop methods for dealing with 'difficult' customers.

A customer-centred approach will ensure that the responsibility for learning sits with the customer and this, in itself, will remove barriers because the focus will be on the customer rather than on the instructor.

100% of Students completing our survey following the launch of the BTEC in Driver Training said:

That they would recommend this course to others

That the trainers were motivating

That the course was well organised

That the course was 'lively'

That the trainers offered students the opportunity to draw their own conclusions and did not impose their views

That the trainers used examples well

That explanations were clear.

*What will you be saying?*

“A well prepared and presented course by individuals who were knowledgeable and enthusiastic. An enjoyable and challenging day preparing the way for ongoing discussions and investigations.

Looking forward to challenge of day 2!”

Iain Forrest. ADI Scotland

- To help you gain a healthy life balance

Many instructors are working long hours and unable to cut down because they wouldn't earn enough money. With the skills gained from a qualification like this, you will be able to successfully charge higher lesson rates and therefore will be able to work less, achieving a better work-life balance.

- To help you contribute to improved road safety

One in five newly qualified drivers will be involved in a serious crash within the first 250 miles of driving unsupervised. The majority of driving instructors, however well meaning, prepare their customers for the driving test but don't necessarily cover areas that are going to put them at increased risk once they pass the test.

When newly qualified drivers understand how to self-evaluate and recognise their strengths and weaknesses, they will be better prepared to avoid risky driving situations.



## Sue McCormack

Susan McCormack trained to become a driving instructor with BSM in 1985, eventually qualifying in 1987. She worked as an ADI at Nottingham BSM centre before becoming an instructor trainer, working in Birmingham until 1995 when she became the Research & Development Manager at BSM. Her roles at BSM gave her invaluable insight into every aspect of driver training. She was responsible for the development of the instructor training programme, the content of the driving simulator and several CPD courses, as well as writing books and other training materials and delivering courses.

“Sue did a good job of controlling the boys, not letting them talk too much!

I've done the UEL course with Sue, but this is going deeper.”

Dave Buckney ADI  
Portsmouth

She worked closely with Nottingham University to develop a hazard perception programme for the driving simulator, which then formed part of an important research project into how drivers perceive and respond to different types of hazards.

In 2006 Susan joined a new driver training company and wrote their instructor training programme and accompanying BTEC Level 4 in Approved Driving Instruction. She then went on to co-write the BTEC in Driving Science.

Self employed for the past two years Susan has been teaching learner drivers, training driving instructors, delivering fleet and CPD, whilst also completing an MSc in Driver Behaviour and Education. She lectures occasionally on driver coaching at UEL and writes for ADI News. She also speaks at conferences around the country.

She believes passionately in improving road safety and is forever seeking out new ways to empower newly qualified drivers to avoid and manage the hazards on the roads that risk ruining their lives forever. This is why she has now teamed up with John Farlam and Graham Hooper and believes that the development of a BTEC in driver coaching will go a long way to enhancing road safety.

Susan has been married for nearly 25 years and has three boys, four cats and a dog. They have recently bought an old camper van and intend using this for their holidays for the next few years.



## Graham Hooper

Graham Hooper has been married for over 20 years and has 2 children. He currently lives in Ashford Kent. His interests outside work are his Family, Golf, Football, Fishing, Swimming and Socialising.

His Driving Instructor career has involved him in teaching people from all walks of life to drive and to improve their driving. He was the senior instructor on the Hertfordshire and London National Driver Improvement Schemes (NDIS) from April 1998 until he relocated to Kent in 2001. This helped Graham understand what the learner driver could become as he recognised the need to improve people's attitudes towards their own and other peoples driving and then improve their practical driving skills.

Graham is currently senior instructor for the Essex NDIS and has been since January 2001. He also provides assessment and risk to 700 lease car holders on behalf of Essex County Council and presents their speed awareness programme.

Several companies both local and national use his services to help them manage their occupational road risk. He was director of training for The Big Red Fleet Company leading them to be awarded SAFED for Vans training provider of the year 2008/09.

Graham's main occupation is helping people to become Driving Instructors and is the preferred CPD and ADI trainer for The Big Red L Company Ltd and Pass in Kent. In 2010 his local Driving Instructor Association (SEADI) made Graham an honorary life member.

Graham is the proprietor of 1st 4 Driving Education and his services can be found at [www.1st-4.org](http://www.1st-4.org) which supplies training and coaching courses to ADI's. His C.V. is extensive and his qualifications can be found listed on his website at 1st-4,

Graham's current interests are in coaching psychology and he has attended two university courses at The University of East London with Dr Jonathan Passmore. In his most recent submitted video of his coaching it was stated how strong his practical coaching was.

Enjoyed the course meeting other trainers. definitely changing my way of thinking.

Billy Mitchell - ADI  
Scotland



## John Farlam

After entering the industry in 1979, John worked on franchises for a couple of years – during this ‘apprenticeship’ he realised that the way that he had been taught to do the job was totally ineffective for the ever increasing traffic density and developing complexity of modern roads – he decided to ‘do something’ about this and thus embarked on a quest to change the world... Over thirty years later he is still busy making the changes!

“Enjoyed the course immensely. It was very informative and very well structured. I have not done any coaching courses prior to this one - I have to say I came away feeling inspired and eager for more.”

Anita Turner ADI - Stafford

John’s journey has taken him through all aspects of teaching car driving from 20 mph with learners to 160 mph in Porches; however, he is probably best known for his innovative and forward looking approach to driver training. He was the first instructor to bring ideas from NLP (Neuro Linguistic Programming) into driver training after becoming one of the early accredited NLP trainers in the UK during the 1990’s; his experience (and qualification) in counselling and hypnotherapy have also influenced and informed the in-car communication ideas that he has developed for driving instructors.

Wearing his ‘author’s hat’ John has been contributing to the industry press on a regular basis since 1992 and written 100’s of articles – his articles currently appear in ADI News. He also sold 20,000 copies of his book ‘You’ve Passed’ for Learner Drivers, 8000 copies of his self published ‘Instructor’s Guide’ and provided a wealth of training and business information on his website and in his weekly newsletter to SmartDriving Members ([www.smartdriving.co.uk](http://www.smartdriving.co.uk)). His latest project is the DriverActive web site for learner drivers.

John has many ‘firsts’ to his name... Apart from passing his qualifying exams and several driving tests (including Cardington) first time, other firsts include the development of the first UK course in ‘Self-Defence for Drivers’, being the first UK instructor to break the £15 per hour price limit in the mid 1980’s, involvement in the first police programme for ‘driver rehabilitation’, co-developing the first fully structured and documented Trainer Training programme during his time as Training Director at LDC and setting up the first web-site in the UK dedicated to helping driving instructors in 1994. John’s involvement with the BTEC in coaching for driving instructors clocks up another industry first!

Ultimately John Farlam is committed to helping driving instructors to gain better job satisfaction, a better income and a more productive role in the fight to improve road safety.

## The Course



Hi three amigos,

I would just like to say how much I enjoyed today, and, how much I am enjoying the whole adventure.

Many thanks,

Phil Ruberry ADI

The course is split into 4 modules, each with a one-day classroom session which is backed up by a self-development project for each area of competence. To gain the BTEC Professional qualification (Level 4) students must complete the 4 classroom sessions totalling 24 hours with a further 56 hours (14 hours per module) of evidenced self-development (much of this time will be spent giving driving lessons).

**Note:** The BTEC qualification is not a compulsory part of this course – if you would prefer to complete the course without doing the reports needed to gain the qualification you are free to do so.

The 2011 classroom sessions will be delivered in the midlands on four separate dates (see ‘fees and dates for full information).

The next four pages contain an overview of each module.



The course is everything I hoped for when I signed up and is just perfect for the way I like to learn.

Lin – Influence Driver Trainers

## Module 1

This unit focuses on the importance of effective communication in order to facilitate the development of safe, responsible drivers.

Effective communication is all about a balanced, equal relationship between both parties: the driving instructor and the student, where communication is authentic, neutral and non-judgemental. The aim of effective communication is to encourage learner drivers to take responsibility for the driving task so that once they pass the driving test and are independent, they know how to self evaluate and avoid risky driving situations.

Driving instructors will learn how to develop self evaluation skills in their learner drivers through the use of probing questions which tap into underpinning beliefs and values.

Candidates will have the opportunity to discuss and experiment with a variety of communication techniques in a classroom environment before practising these in a real environment, thus demonstrating that they have met the assessment criteria and the learning outcomes for the unit.



I loved the presentations by you, Graham and John and the way you all interacted with each other and of course us the delegates. I myself felt very involved at all times. Also I loved the way the three of you made the subjects sound so easy.

Rob Sefton ADI

## Module 2

This unit focuses on the use of feedback as a means of facilitating the development of both the driving instructor and the student driver.

Different feedback techniques are examined and practised in a classroom context prior to the candidate experimenting with them in real-life driving situations. Self-awareness and self-responsibility are crucial when giving and receiving feedback so the emotional intelligence of the driving instructor in the coaching relationship is also explored.

Driving is a task which involves a high level of reflection and self evaluation if it is to be carried out safely. The process of feedback facilitates the development of the student driver so that they can evaluate and reflect upon their driving when they are unsupervised.

Research suggests that the process of reflection reduces crash involvement so that if a newly qualified driver is involved in a 'near miss' incident and has been coached to develop self evaluation skills, they will be able to reflect on this incident and determine how to prevent a similar one occurring in the future.



## Module 3

This unit focuses on the importance of structuring a coaching conversation during a driving lesson to achieve raised awareness and self responsibility on the part of the student driver.

Coaching conversations can take place at several points throughout a driving lesson but will most often happen at the beginning when the goal(s) for the lesson are set. The aim of a coaching conversation is to ensure the ownership for the learning remains with the learner. Comparisons will be made with traditional driver training so that the benefits of coaching conversations can be measured.

Candidates will cover the content for this unit in a classroom environment where a model for structuring a coaching conversation will be explored. Practical application of this model will be assessed through the assignment which will be completed as part of a case study.



## Module 4

This unit focuses on the Goals for Driver Education and considers how these can be achieved through driver coaching.

The Goals for Driver Education is a framework which sets out the competencies that should be achieved in order for newly qualified drivers to remain safe and crash free on the roads. Course participants will examine in detail the framework and consider why and how it can be applied to the learning to drive process.

Traditional driving instruction focuses on core competencies of fault correction and levels of instruction in order to prepare student drivers for the driving test.

By addressing the Goals for Driver Education driving instructors are encouraged to consider how the personality, beliefs and values of the newly qualified driver might impact on the way they handle the vehicle. In considering this, driving instructors must also consider what characteristics make a good driving coach / instructor.

The content of the unit is addressed in the classroom through interactive exercises and group discussion, followed by practical application with an assignment.



## Edexcel says...

- Strong teamwork from professional highly experienced personnel.
- Professional training programme delivered with high quality commitment and expertise.
- Experiential learning at its best.

The Centre was observed delivering Unit 2 today. The Centre is commended for the variety of presentation methods and for the motivational work in terms of coaching skill development. It was clear that the day had been well thought through and that the aims of the programme were being achieved. Meeting with the learners confirmed their satisfaction with the course and their personal enrichment in terms of coaching skill development.

### **Without doubt learners are achieving a high quality programme delivered by high quality professionals.**

The assessments have been written well using the assessment criteria developed from the learning outcomes of each unit. The display of the assignments is clear and encouraging. Learners are given clear guidance on undertaking the assessments both formally within the day lectures and by hand-out materials that clearly demonstrate what evidence is necessary to achieve the criteria.

The Centre holds detailed internal verification records of the assignment briefs. Appropriate feedback has been given. However, the Centre is commended for the clear construction of the assignment briefs and for the expected high quality work that has been delivered.

## Fees

There are various options for payment ranging from an 'up front' fee for the whole course through to 'pay as you go'. All fees include registration onto the BTEC with Edexcel, training support, free course materials, refreshments and lunch.

Each module can be repeated for £70 subject to places being available.

Details of how to make payment can be found on the next page.

### **Full course option:**

The full course fee is £700 when paid in advance. This includes 4 x days in the classroom and all BTEC fees including tutor assessment.

A non-refundable\* registration fee of £70 is due when the course booking is made and the balance of £630 twenty-eight days prior to the module one start date.

### **Pay as you go option:**

Payment for the first three modules is £250 per module twenty-eight days prior to each module start date. The final payment is £180 payable twenty-eight days prior to the module four start date. Total fee is £1000.

A non-refundable\* registration fee of £70 is due when the course booking is made.

### **Staged payment option:**

A non-refundable\* registration fee of £70 is due when the course booking is made followed by eleven monthly payments of £70 on the 14th of each module starting on the month before your first module.

Total fee £840.

\*The £70 deposit is non-returnable but may be carried forward to a later course / module.

## Next course location/dates/times

The next course starts on Thursday 15<sup>th</sup> March, 2012, at the De Vere Harben Hotel in Newport Pagnell. The module dates for Course 6 are:

Module 1 – 15/03/12

Module 2 – 13/06/12

Module 3 – 11/09/12

Module 4 – 10/12/12

Please call Graham on 07889 194 011 for information regarding current availability for Course 6 and subsequent courses in 2012.

## Payment

**Please contact Graham Hooper for details of how to pay on 07889 194 011.**

Cheques should be made payable to **Tri-Coaching Partnership Ltd.** and posted to:

Toad Hall,  
12, Lakemead,  
Ashford,  
Kent,  
TN23 4XX.

You can make a BACS (online) transfer:

NatWest, 20 High Street, Ashford, Kent, TN24 8SH

Sort code: 60 01 21

Account No: 48026638

(Please use this reference: BTEC Course Number (then your name) **eg: BTEC Course 4 Joe Bloggs**)



## FAQ's

Q: Is the BTEC Level 4 a recognised qualification?

A: Yes, BTECs are recognised qualifications.

Young people at school and college regularly complete BTECs these days, alongside GCSEs, A levels and NVQs.

Edexcel is the awarding body that accredits BTECs. No other awarding body (e.g. City & Guilds, OCR, etc.) can accredit BTEC as it is a Brand owned by Edexcel.

Our Level 4 BTEC is a Professional Award, which is higher than 'A level', in terms of the skills you have to demonstrate. Tri-Coaching Partnership is an Edexcel centre, approved to deliver the Level 4 BTEC Professional Award in Coaching for Driver Development.

Tri-Coaching went through a six month approval process to become an approved centre.

Q: Is a BTEC lower or higher than an NVQ?

A: NVQs and BTECs can be set at different levels.

For example, NVQ level 3 is the same as BTEC level 3 is the same as an A level. Each qualification is different, however, in terms of what you are expected to demonstrate.

'A levels' are more academic and are assessed through examinations (as well as course work). NVQs are assessed through the collation of evidence that demonstrates you have met the standards. BTECs are assessed through the completion of assignments (which can be practical or verbal as well as written).

Q: How long is the course?

A: Four days in four separate modules.

Q: Can we do the course quicker than 1 year if we have the spare time?

A: We want the BTEC to help you gain valuable skills that will help you to improve your business and to lessen the chances of your pupils becoming KSI statistics - and not just a pretty certificate to hang on the wall! With this in mind the modules are spaced to give you sufficient time to practise and assimilate the skills in your day-to-day work.

Q: How much will it cost?

A: Depends on payment method:

- Pay as you go: £250 per module - £1000 in total.

- Pay by Standing Order: £70 per month for 12 months - £840 in total.
- Pay in full: Total cost £700.

All prices include VAT.

Q: Do I have to do all the modules to gain the professional BTEC qualification?

A: Yes.

Q: Do I have to take the BTEC or can I just do the modules?

A: You can just do the modules without taking the qualification, but the fee is the same with or without the BTEC.

Q: How many assignments are there?

A: To gain the Level 4 BTEC Professional Award in Coaching for Driver Development you will need to complete four units / modules. Each module consists of one day in the classroom followed by an assignment. There are four assignments in total.

Q: How many people per course?

A: We run courses with 30 people. All three of us deliver - Susan McCormack, John Farlam, Graham Hooper - and there is plenty of time for group discussion and activities. It is a very interactive course with lots of support from the three facilitators. All students get personal follow up and access to our online resources.

Q: On the 4 days in the classroom will we be doing assignments? If not, what will we be doing?

A: The classroom days are designed to give you the information to be able to be successful at the assignments, which are pass or fail. The days are structured tightly to ensure you have the best opportunity to gain the information you need, whilst also being good fun. Each day is split into sections with a core activity that focuses on helping you meet the assessment requirements as set out in the assignment. You won't be completing assignments in the classroom, as they are all about you going away and putting into practise what you have learned in the classroom.

Q: Will the BTEC go towards a higher qualification and if so, do you do it? Plus what is it?

A: The Tri-Coaching BTEC is a stand-alone qualification. It doesn't count towards another, higher qualification, as such.

It has been developed to offer real knowledge and skills to help you to operate on a day-to-day basis thus maximising both the effectiveness of your training and the success of your business. It is not part of a progressive academic process.

However, in academic terms, it looks good on a CV. For example, if you wanted to complete a masters degree relevant to driving and did not have a first degree, the fact that you have gained an accredited, recognised qualification, coupled with evidence of experience in the field, would stand you in very good stead.

Q: When will the other modules take place?

A: See the schedule in this document.

Q: What if I can't do those dates?

A: Other dates will become available.

Q: Will there be other locations?

A: Possibly, however, this is subject to demand. The current location is Newport Pagnell – chosen for its central position and easy motorway access.

Q: Will there be other courses?

A: Yes subject to demand, this currently looks very high but do not miss out by postponing.

Q: What if I don't like the first module of the course?

A: We will give you your money back minus the registration fee, providing you decide you do not like the course on the first classroom day and let us know at the time.