

The **ADI Part 3** cheat sheet



Everything you really need to know about the instructional ability test — stripped down, plain-English, and actually useful on the day.

1 How the day actually goes five bite-sized stages


<p>1 ARRIVE · 5 MIN Meet & greet Photo licence, insurance declaration, quick chat. Breathe.</p>	<p>2 BEFORE MOVING · 3 MIN Pupil brief Hours driven, what they're good at, what today's about.</p>	<p>3 ★ THE BIG ONE · 40 MIN Teach a real lesson Examiner watches silently from the back. Teach like normal.</p>	<p>4 BACK AT CENTRE · 10 MIN Marking Examiner fills in the DES app. You wait. Pace around.</p>	<p>5 FINAL BIT · 15 MIN The verdict Result + feedback in private. Your trainer can sit in.</p>
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2 What they're actually marking three big things, 17 little ones

<p>PILLAR 01 Lesson Planning <i>"Was today's lesson right for this pupil?"</i></p> <ul style="list-style-type: none"> ✓ You figured out what they actually need ✓ The plan fits their level ✓ You picked sensible roads ✓ You adapted when things changed <p>4 ITEMS · MARKED /12</p>	<p>PILLAR 02 · THE CRITICAL ONE Risk Management <i>"Was everyone safe — in the car and outside it?"</i></p> <ul style="list-style-type: none"> ✓ You explained who's responsible for what ✓ Your directions were clear & early ✓ You were watching the road AND the pupil ✓ You stepped in at the right moment ✓ You unpacked scary moments together <p>5 ITEMS · /15 · SCORE 7 OR LESS = FAIL</p>	<p>PILLAR 03 Teaching & Learning <i>"Did the pupil actually learn something?"</i></p> <ul style="list-style-type: none"> ✓ Your style matched how they learn ✓ You made them think, not just listen ✓ You used real moments from the drive ✓ Your info was accurate & timely ✓ Feedback was honest and balanced ✓ You answered their questions properly ✓ You were kind and inclusive ✓ They reflected at the end <p>8 ITEMS · /24</p>
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3 How the scoring works out of 51 · pass from 31

TOTAL SCORE	WHAT IT MEANS	EACH SUB-COMPETENCE: 0, 1, 2 OR 3
0–30	Not quite there Go back, train more, try again. FAIL	0 No evidence — they didn't see you doing it at all
31–42	You did it! 🎉 Solid enough to join the register. GRADE B	1 A few bits — you know what to do, but couldn't pull it off
43–51	Absolutely flying ★ Top-tier instruction. Rare and brilliant. GRADE A	2 Mostly there — perfectly fine, room to grow
		3 Nailed it — pitched exactly right for this pupil

 **Two ways the whole thing ends instantly**

✗ **Risk Management score of 7 or less.** Doesn't matter how good the rest was — it's an automatic fail.

✗ **Immediate danger.** If the examiner thinks anyone's in real danger, they'll stop the test right there.

4 The things that actually get people through from examiners who've seen it all

<p>✓ Do these</p> <ul style="list-style-type: none"> ★ Shut up sometimes. Silence is coaching too. Let them think. ★ Ask, don't tell. Your pupil should be doing the work, not you. ★ Change the plan out loud. "I can see this isn't working — let's try..." ★ Pull over after scary moments. Talk it through properly. ★ Bring a real pupil with real needs. Scripted lessons get spotted fast. ★ End with genuine reflection. Not "how do you think that went?" — go deeper. 	<p>✗ Avoid these</p> <ul style="list-style-type: none"> △ Constant chatter. Bombarding the pupil is literally a hazard. △ Late or confusing directions. "Left — no, right — at the lights!" △ A pre-packaged "perfect lesson". Examiners can see the join. △ Solving every problem for them. That's not teaching, that's driving. △ Ignoring a mistake and moving on. Unpack it there and then. △ Turning up without a pupil. The test literally won't go ahead.
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⚠️ Your job isn't to perform — it's to help your pupil learn, and to let them take as much responsibility as they can.
— THE WHOLE TEST, IN ONE SENTENCE (DVSA, PARAPHRASED)