

## Part 3 Mock Test Report Summary

Candidate: Steven

Learner: Harry

Date: 16/04/2026

Theme: Junctions – Hesitation

Result: Fail (Score: 26)

### 1. Overview

This Part 3 mock test assessed instructional ability across:

- Lesson Planning (LP)
- Risk Management (RM)
- Teaching & Learning (TL)

The lesson focused on improving the learner's hesitation at junctions, particularly mini roundabouts and traffic lights.

While the session was conducted in a professional and calm manner, the candidate did not meet the required standard due to over-instruction, missed learning opportunities, and lack of structured coaching.

### 2. Key Strengths

- Maintained a patient, professional attitude creating a positive learning environment
- Demonstrated good time management
- Some appropriate interventions for safety
- Ability to adapt route when needed

### 3. Key Areas for Improvement

#### A. Teaching Style (Major Issue)

- Over-reliance on a telling style rather than coaching
- Frequently answered questions instead of allowing the learner to think
- Gave instructions for skills the learner had already demonstrated (e.g. mirrors)
- Limited evidence that the learner could act independently

#### B. Missed Learning Opportunities

Multiple real-world situations were not used to develop understanding, including:

- Reversing vehicles
- Road surface hazards (potholes)
- Early signalling
- Gap judgement at junctions

The instructor often took control instead of facilitating learning.

#### C. Weak Lesson Structure & Planning

- Objectives were identified but not consistently followed through
- Lack of clarity around level of support vs independence
- Changes to lesson route were not discussed with the learner
- No clear explanation of why tasks were being repeated

#### D. Lack of Coaching Techniques

- Limited use of open questions
- Insufficient encouragement of self-analysis and reflection
- Feedback often unclear or ineffective (e.g. "slow down" without context)

#### E. Technical & Core Topic Gaps

- No clear use of the LADA routine despite hesitation being the focus
- Poor explanation of speed choice at junctions (open vs closed)
- Gap selection (walk/drive across)
- Observation strategies

#### F. Risk Management

- Generally safe session, but:
- Some missed feedback on safety-critical moments

- Occasional unnecessary intervention/distraction
- Learner responsibility not clearly defined

#### 4. Performance Scores

Lesson Planning: 6

Risk Management: 9

Teaching & Learning: 11

Total: 26 (Fail)

#### 5. Overall Assessment

The candidate demonstrated good interpersonal skills and professionalism, but the lesson was heavily instructor-led.

The main issue was a failure to:

- Develop the learner's independent thinking
- Use coaching techniques
- Link teaching to a clear learning process

Progress was largely based on repetition rather than understanding, which does not meet Part 3 standards.

#### 6. Key Recommendations for Improvement

##### Immediate Focus

- Shift from telling → coaching
- Use structured questioning:  
"What are you looking for here?"  
"How do you decide if it's safe to go?"

##### Lesson Delivery

- Clearly define roles & responsibilities
- Introduce and apply LADA consistently

##### Develop Deeper Learning

- Use real situations as teaching opportunities
- Encourage reflection during and after the lesson

- Explain speed choices, gap judgement, and observation priorities

#### Reduce Instructor Input

- Avoid prompting when the learner is already competent
- Allow space for independent decision making

#### 7. Conclusion

Although the session was safe and professionally delivered, it did not meet the required standard due to a lack of client-centred coaching and structured teaching.

To pass, the candidate must demonstrate:

- A coaching-led approach
- Clear lesson structure
- Evidence of learner independence and understanding