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The experience of using coaching as a learning technique in learner driver development: An IPA study of adult learning

Abstract

Objectives: This preliminary study sought to explore the experiences of UK Approved Driving Instructors (ADIs) in using coaching as a method for novice driver learning, as part of a wider research agenda into the use of coaching in driver instruction.

Design: The qualitative method of Interpretative Phenomenological Analysis was used to explore the experiences of ADIs when employing a new learning technique with learner drivers.

Methods: The study took place in the UK with 15 ADIs who had attended a five-day coaching skills course at the University of East London designed specifically for driving instructors and based on the University's postgraduate programme for coaching psychology.

Results: The study found seven main themes emerged with respect to the use of coaching. These were: understanding the nature of coaching; building an integrated approach; developing new skills; the learner's acceptance of responsibility for their learning; helping learners' change their attitude; performance; and achieving wider adoption within the industry.

Conclusions: The study suggests that coaching has a role to play in driver learning. The perception of ADI participants was that, when combined with instruction, it is experienced by ADIs as a useful pedagogy. Further research is required to assess the full impact of coaching in its impact on learning and long-term impact in reducing road traffic incidents for learner drivers taught using a coaching method.

Keywords: Coaching with learner drivers; coaching as pedagogy; Interpretative Phenomenological Analysis (IPA); coaching with novice learners; adult learning; ADI coaching.

Introduction

Education and learning have a major role to play in ensuring that people become and remain safe and responsible drivers. In the past three decades changes in practice have been introduced to achieve these ends including the use of speed cameras, traffic calming measures like humps and changes to the road architecture. However, practices in driver driving used by Approved Driving Instructors (ADIs) appear to have remained largely unchanged, with a traditional instructor lead approach dominant.

In 1935 the UK Government introduced a driving test which when passed allowed drivers to drive a car (now know in the UK licence classification as a category B licence) without supervision. The test itself has progressively changed since its introduction in the 1930s, for example, with the introduction of the theory test in 1996. The standards for driving are regulated in Great Britain (England, Wales & Scotland) through a Government agency – the Driving Standards Agency (DSA). The agency regulates ADIs through a testing and periodic inspection regime.

Driving a motor vehicle requires not only mastery of the mechanical aspects of the vehicle, but also interaction with the environment and other road users. Research suggests that individual differences and human factors are significant factors in accidents and dangerous driving (Dorn, 2005). However, the current instructional method of learning used by most ADIs pays limited attention to these individual differences and favours a focus towards mechanical aspects developed through an instructor led approach.

This paper will explore the current demands facing ADIs, as well as a number of the psychological issues facing learners. It will then explore some of the issues being debated in driver safety and how improvements can be made to the training and future development of driving instructors in Great Britain, but with wider implications for driving throughout the European Union. The paper will then discuss the nature of coaching and its application in driving. Finally, the paper will consider the results from this study of ADIs and the implications for future practice and research.

Becoming an ADI

To become an ADI in Great Britain, it is necessary to undertake training, and a three-part assessment process. On successful completion of this individuals are eligible to join a register held by the DSA. Once registered most individuals gain employment within a driving school or to become an independent driving instructor on a self-employed basis.

All ADIs are expected to work within certain guidelines, which include:

● Having a high regard for all aspects of road safety.
● Possessing a high standard of driving ability.
● Being able to teach to a competent high standard.
● Having a professional approach to customer care.
● Imparting a responsible attitude to learners and the profession.

● Being a 'fit and proper person'.

The programme for training driving instructors is predominantly based on their knowledge and understanding and their ability to identify and correct common faults. This has lead to the use by ADIs of a directive style, with the learner responding to detailed instructions of where to go, what to do and how to do it. The approach requires the learner to follow instructions and demonstrate car control without risk to other road users. Walklin (2000) has suggested that this teaching style is simply a method of teaching by rote, without taking into account the individual's motivations for learning, such as their extrinsic and intrinsic rewards for undertaking learning in the first place. Limited attention is paid, for example, to the individual attributes of the learner or the learner's values.

According to Brown (1982) 95 per cent of accidents result from human error. Reason (1990) has suggested that human error can be subdivided into two key areas: the person approach; and the system approach. Each has its own cause and each gives rise to quite different philosophies of error management. Being able to understand these differences has important practical implications for coping with the ever-present risk of accidents. Based on this approach it might be argued that becoming more self-aware will lead to a greater understanding of the risks facing the driver and thus help reduce road traffic incidents.

There have been improvements over the past 12 years with average road incidents in the UK falling. However, risk of death remains a cause for concern. This is particularly so for young drivers (17 to 25 years) where death by road traffic accidents is the biggest single cause of death in the UK and across the developed world (WHO, 2007). The risk for young men is particularly high with nearly one-third of young men aged 17 to 25 dying as a result of road traffic accidents in Great Britain.

The developing agenda in the EU

A range of initiatives have contributed to the reduction in road traffic accidents, a number of which have been initiated by the EU and adopted within Great Britain. One such initiative is Goals for Driver Education (GDE) matrix (Hatakka et al., 2002) which was highlighted by the EU MERIT project (2004). The GDE matrix focused on key goals for driving including; context, driving in traffic, control of the vehicle and how these relate to knowledge, skills and risks awareness (Table 1).

The GDE encourages driving instructors to extend their training beyond a focus on basic car control, to consider other road users (an aspect of the current driving test), as well as trip-related conditions, such as time of day, weather and the state of the driver, plus personality aspects of the driver and passengers, and how these factors impact on their driving and decision making. In response to encouraging greater personal responsibility the DSA introduced in October 2010 an independent driving element to the driving test. This is a 10-minute section of the test whereby the candidate is asked to drive without detailed guidance from the examiner. They are still accompanied in the car by the examiner, but are free to follow the best route,

according to the road signs and road conditions. This 'independent driving' section of the test is designed to enable the learner to make their decisions during the assessed drive. Early trials of this change of testing model have shown to be well received and beneficial to the learner, as they feel that they have had the opportunity to experience decision making to a degree, whilst still under the instructional model (Independent Driving, 2010). This, on the face of it, appears to be a small step in the direction to the adoption of a less directive style within learner driver learning and assessment. Further, the DSA are developing an agenda to further develop the driver learning agenda.

Table 1: GDE Matrix

	Essentials elements of driver training		
Hierarchical levels of driver behaviour	Knowledge and skills	Risk-increasing factors	Self-evaluation
4. Personal characteristics, ambitions and competencies	Lifestyle Peer group norms Personal values and norms Etc.	Sensation seeking Adapting to social pressure	Impulse control Risky tendencies Personal risky characteristics
3. Trip-related context and considerations	Choice of route Estimated driving time Estimated urgency of the trip	Physiological condition of driver Social context and company in vehicle	Personal skills with regard to planning Typical risky motives when driving
2. Mastery of traffic situations	Application of traffic rules Observation and use of signals Anticipation of events	Vulnerable road users Breaking traffic rules/ unpredictable behavior Information overload Difficult (road) conditions	Strengths and weaknesses regarding driving skills in traffic Personal driving style
1. Basic vehicle control	Control of direction and position of car Technical aspects of the vehicle	Improper use of seatbelt, headrest, sitting position Under-pressure tyres	Strengths and weaknesses of basic vehicle control

While the subject of driver training and driver safety is one that is high on the agenda throughout EU States, including the UK, and a number of policy reports have been published, these have focused on the theory of a more learner centred approach. To date no empirical research has been published which have explored the potential of a coaching/learner-centred approach or the impact of the approach on learning periods, pass rates and accident rates.

Psychological aspects of driver development

Driving a motor vehicle cannot be achieved without physical mastery of the car and its controls. This requires elements of mechanical understanding; knowing what

happens when certain parts of the vehicle are pressed, pulled and turned. However, there is a higher-order processing requirement that is also required as well as the physical mastery, as noted by MERIT (2004). Driving requires, amongst other things, information processing perception, thought, judgment, decision-making, awareness, attention and attitude. According to Philippe et al. (2009) having an obsessive passion for driving can predispose people towards aggressive attitude behind the wheel. Senserrick and Haworth (2005) suggested that the traditional method of teaching driving does not address the higher order demands in driving which we have summarized in Table 2.

Tversky and Kahneman (1973) suggest that we psychologically misrepresent information in our minds at the expense of the true probability of something happening. According to Tversky and Kahneman (1973) individuals have tendency to over-estimate the probability of something happening, based on an amount of data that is made available. In driving, the theory may be turned on its head. In a driving environment, drivers appear to under-estimate the probability of an incident happening due to the extended feeling of safety experienced in today's vehicles (for example; EU Five-star car safety ratings, collision crumple zones, air bags and seat belts) and road design (central crash barriers, hard shoulder on motorways and road signage), thereby affecting judgment. Judgments can be seen as the result of a recall of learning, taking into account the situation presented and previous experiences. According to Logan's instance theory (1992), the more we, as humans, do something, the more automated the process becomes. This can lead to potential problems in as much that automaticity may also be viewed as a memory phenomenon. According to this view, novices solve problems using a general algorithm and analyzing each step, whereas experts simply retrieve solutions. Stated another way, novices attend to the individual steps of the algorithm, whereas experts attend to the solutions stored in memory. This makes experts faster at solving problems. Wright, Loftus and Hall (2001) witnessed the breakdown and influence of memory processes, to show those people that are informed of information are more likely to confuse memory-based learning and, therefore, more likely to make mistaken recall judgments as opposed to those that were allowed to encode their own version of learning and reality, where recall was more accurate.

Table 2: Higher order driving skills.

1.	Information processing
2.	Hazard or risk perception
3.	Self calibration (the ability to moderate task demands according to one's own capabilities)
4.	Attentional control (ability to prioritise attention)
5	Time sharing
6.	Situation awareness (how one represents the dynamic environment)

Attention, similarly, also needs to be considered as a factor affecting learner driver behaviour. Attention is the ability to focus on a task, the ability to concentrate and to allocate sufficient mental processing resources to deal with the situation at hand. In the early stages of learning to drive, the learner experiences a lot of new information which they need to take into account, such as the mastery of the car's controls, the road conditions, emotions such as fears, preconceptions, pre-social conditioning, attitudes and, of course, the instructions being given by the instructor. According to attention theory, humans can only process a limited amount of information at any one time.

Treisman (1964) suggested in his attenuation theory, that information is selected early based on a hierarchical need for information. Once the processing capacity of the individual has been exceeded, information begins to be omitted, based on the perceived importance. Deutsche and Deutsche (1963) offered an alternative perspective to explain human responses to information processing. They proposed that all messages make it through and are analyzed, but only one response can be made.

In a typical learner driving session, where attentional thresholds are hit or exceeded, the learner is likely to take the advice of the instructor as being the most important aspect to focus on. This is possibly at the expense of greater awareness of the environment and self-discovery learning that can be applied once the instructor is no longer in the car (i.e. when the learner driver has passed their driving test).

Coaching

Coaching as a profession has seen an increase in its popularity over the past decade.

While much of the research into coaching practice has focused on organizational studies (Grant et al., 2010) there is a growing body of research examining coaching's potential in other domains such as life and wellbeing (see, for example, Newnham-Kanas et al., 2009). This research, however, remains at a general level and to date there has been no detailed exploration of whether coaching it better suited as an approach for some types of individuals. This contrasts with counselling where there has been considerable research into individual differences (for example, Tinsley & Tinsley, 1987).

Coaching, as opposed to instructional learning, allows the individual to explore and make decisions based on their construction of the environment they find themselves in including their own awareness of the level of attention saturation being experienced. In a dynamic and potentially dangerous environment such as the public highway, using just one or the other method may not be suitable or acceptable. The use of a purely instructional model may lead to instant action to overcome an incident, but the learner may not be aware of the other vital information around them. Whitmore (2010) has argued that coaching needs to be the dominant approach for driver learning, with instruction being restricted to all but the safety

critical situations. However, others have argued that coaching has no role and that the current situation works and should not be changed. These views lead us to hypothesis that a blended approach, which was learner-centred, may be the most effective way forward, but with a focus on raising learner self awareness and enhancing learner personal responsibility through the learning journey, with the instructor adapting their intervention to meet the needs of the situation and the unique needs of their learner at that moment (Passmore, 2010)

Adult learning

The way in which individuals learn is also important to take into account. There is no longer is there an absolute belief that we learn through stimulus-response. In the past three decades the work of writers, such as Tinklepaugh (1928), Chomsky (1959) and Kolb (1984), have become more influential in shaping our view of adult learning. Kolb's Experiential Learning Theory (ELT) suggests that knowledge is created through the transformation of experience and results from a combination of grasping and transforming experience.

These aspects informed the subsequent design of the intervention with ADIs to develop new methods for use with learner drivers based on a less directive and more experiential modes of learning, while recognizing that instruction still had some role to play within a safety critical environment.

Design

This is the first of a planned series of research studies into coaching as a potential tool for driver development. In this first of two preliminary study two groups of 12 ADIs undertook a five-day coaching skills course at the University of East London. The course included core skills in listening, questions and summary alongside technical aspects such as the application of the GDE matrix and use of four coaching models, humanistic, behavioural (GROW), cognitive behavioural and motivational interviewing, with associated tools and techniques adapted for use in a driver context. The material was drawn from postgraduate coaching psychology programmes delivered at the University of East London. It also contained some basic elements about individual differences, such as learning styles and theories about adult learning. The training was provided by a mix of trained coaching psychologists and experienced ADIs. Each of the participants was required to complete assessed work, including a reflective log and a video of their coaching practice. After completion of the programme a sample of participants was selected at random for interview by independent researchers. The aim of the interview was to understand the experiences of using coaching methods with learners during the three months since completing the course and assessed work.

A semi-structured interview-based phenomenological approach was used to enable a flexible exploration of the deeper meaning of the participant's evaluation of helping novice drivers.

Interpretive Phenomenological Analysis (IPA)

This study uses IPA as the method of analysis. IPA is a qualitative research approach

committed to the examination of how people make sense of their major life experiences (Smith, Flowers & Larkin 2009; Smith, 2008). Its aim is to explore lived experience and how participants themselves make sense of these events. It does not aim to fix the experiences into pre-defined categories. The analysis involves 'the close, line by line analysis of the experiential claims, concerns and understandings of each participant' (Larkin, Watts & Clifton, 2006). It is also important for the researcher to be aware of their own influence and to 'bracket' or put to one side their own views as much as possible in order to concentrate on the detailed examination of the particular participants account. However, the process acknowledges the influence of the researcher on the process, 'qualitative analysis is inevitably a personal process, and the analysis itself is the interpretative work which the investigator does at each of the stages' (Smith, 2008).

This study used IPA to enable an understanding of the individual experiences of the participants. A further reason to use IPA has been suggested by Smith and Osborn (2004) who state that IPA is a useful approach to take if the area being studied is under researched or new. For these reasons, as a preliminary study, IPA was deemed a suitable tool to explore the potential value of coaching as a pedagogy for novice driver development.

Interview methods
Data was collected from 15 semi-structured individual telephone interviews with ADIs who had completed the five-day programme. Interviews were conducted one-on-one with the participant. Semi-structured interviews were used in an attempt to gain a more fluid and in-depth narrative from the participant (Smith, 2008).

Participants
Of the 15 participants, 12 were male and three female, with age ranges between 32 and 63 years (m=47.66). The ADIs ranged from DSA rating of Grade 6 to Grade 4, with a skew towards Grade 6 instructors. Driver Instructor experience of participants ranged from one year to 26 years (m=8.6). Participation was voluntary and contact was made three months after individuals had received their results from the programme. This was four to five months after the last training intervention, allowing sufficient time for ADIs to experiment with the new approach.

Analysis
Analysis was carried out on the data using IPA procedures suggested by Smith (2008), and further refined by Smith, Flowers and Larkin (2009). The transcribed telephone interviews were read several times. From these readings, initial themes and key phrases were extracted and coded. These codes were consolidation into themes.

The process followed the following six stages:

● Step 1: Reading and re-reading.
● Step 2: Initial noting of emerging concepts.
● Step 3: Identify and develop emerging themes.

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- Step 4: Look for connection across themes.
- Step 5: Repeat with next interview.
- Step 6: Look for patterns across interviews.

Ethical considerations
The personal data collected was amended with all reference to real name and geographical locality amended. All participants were given the right to withdraw at any time and also to have the data withdrawn at a later date.

Reflexivity
The nature of qualitative research dictates that there is a great deal of subjectivity both on the part of the participant and the researcher. According to Parker (2005), this enables a more personal phenomenological approach to investigation over quantitative research. Therefore, the findings of this research reflect the interpretation of the data by the authors.

Results
The results of this evaluation research suggest a positive impression is held by ADIs in this study of the potential effectiveness of coaching on novice drivers. Although it is too early to determine the longer-term impact that using coaching with novice drivers, the initial experiences of the ADIs was encouraging. Seven super-ordinate themes emerged from participating ADIs regarding the experience of training in coaching skills and applying this approach with learner drivers.

Theme 1: Understanding the nature of coaching
Prior to the coaching course, participants (ADIs) appeared to have a common misunderstanding about the nature of coaching. They noted that the general view held by most ADIs was that coaching did form part of their learner teaching skills and was present in what was described by ADIs as 'the Q & A' session. However, after completion of the course most recognized that their previous practice was very different from the coaching skills taught on the East London programme. The new approach reflected a greater emphasis on building personal responsibility through helping learners understand the reasons for their actions or possibility different courses
of action.

> *'I now know that coaching is much more than just asking questions of someone.' (ADI 9).*

ADIs recognized following the training that coaching was a sophisticated skill and one which took considerable time and practice to master.

> *'I was surprised how different what we were taught was from what I was doing and how hard it was to use with pupils.' (ADI 12)*

Theme 2: Building an integrated approach – combining coaching and instruction
There was a view that coaching worked well as a blended approach. Learners were able to adjust to a mix of instruction and coaching as the topic and road conditions demanded.

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'I feel I can mix coaching with instruction.' (ADI 1)

ADIs held the view that instruction had a role to play for some individuals in understanding the basic controls of the car, for example, 'Where is the indicator switch?' Or 'Where are the window-screen wipers?' It specially had a key role to play in safety critical situations.

> *'Sometimes, for safety reasons, you just have to tell someone what to do.'*
> *(ADI 5)*

For some the instruction approached also helped when individuals got stuck.

> *'On occasions, giving the pupil the answer can help to overcome blockages.'*
> *(ADI 7)*

Theme 3: Developing new 'teaching' skills

There was a strong agreement that using coaching with learners was helpful. With many of the ADIs adopting the new skills as effective methods for helping their learners to move forward. '…it has had a massive impact on the way I teach.' (ADI 12)

Theme 4: Learners ability to accept responsibility for their learning

The main features that emerged were that participants believed their learners were more aware, willing and able to take on more responsibility after adopting a coaching style for their learning. ADIs reported that learners were better able to set the pace for their lessons and were able to give better feedback. As a result overall they felt learning was both quicker and more enjoyable for the novice learners.

The majority of participants had seen learners as passive recipients of the learning process. A widely held view was that they were individuals who required considerable support to make progress. However, the experience of using coaching with learners helped contribute to a change in perspective by participants, with a belief emerging that many learners were able to accept more responsibility for their learning and take greater control over the process.

> *'The main features that emerged were that pupils are more aware, are willing and able to take on more responsibility, setting the pace for the lessons and learning…were able to give better feedback and that learning within the lessons was both quicker and more enjoyable.'*
> *(ADI 4)*

> *'I had been doing some manoeuvres with a pupil and said let's move on. The pupil asked if they could practice this a bit more to get more comfortable with it. To me they seemed fine and normally I wouldn't have known they wanted to do more on it, because I would have been in the habit of telling them what to do. But, this pupil knew it wasn't quite right and wanted to practice some more, which surprised me and pleased me too.' (ADI 11)*

Another interesting issue that arose was that when using a coaching approach in lessons, participants' felt learners were more likely to explore more and less afraid to

make mistakes.

Theme 5: Helping learners change their attitude towards learning to drive

Participants also felt an element of confusion amongst some learners. They felt that some learners expected to be told what to do within a lesson, rather than challenged to think about their learning and the impact of their actions behind the wheel. A number of participants found that it was important to identify those that don't want to be coached, so a more traditional approach could be used with them. This was outlined by one participant in particular, who attributed this engagement to levels of intelligence and cultural differences.

> *'The more intelligent pupils get it quicker. Less intelligent pupils prefer to be told. Also, some of my pupils come from a background where they are always told what to do. These have to be taught by instruction and not coaching.'*
> *(ADI 6)*

Theme 6: The impact of learning on driver performance

Participants' felt that the coaching approach was overall a quicker way to learn.

> *…learning was more likely to stick, as it is their own answers, not something that has been fed to them.' (ADI 1)*

> *'..pupils were more able to evaluate, and quicker too.' (ADI 7)*

ADIs also felt that it would have a lasting effect on them once they have become qualified drivers, with an impact beyond behaviour into individual's values and beliefs about driving and interacting with other road users.

> *'...coaching had an impact on how they think about driving.' (ADI 3)*

One ADI, however, was 'skeptical' about the impact coaching technique only would have after the test has been passed. They believe that many of the problems experienced in road traffic incidents were due to driver personality and that coaching needed to address this facet as well as basic techniques.

Theme 7: Achieving wider change in the industry

Participants were skeptical about wider change in the industry. They suggested coaching had some way to travel until it was understood and adopted more widely. This view is enforced by the comments of two participants who said:

> *'A lot of ADIs are not interested in developing themselves. A lot of them are very negative.'*
> *(ADI 4)*

Another ADI noted about the driving industry:

> *'…coaching is a solution…(for a)…problem (the industry) is not aware of.' (ADI 7)*

Overwhelmingly, ADIs felt that the main stumbling block was the DSA, who needed to publicly embrace coaching as part of the way that ADIs teach learners to drive and the way they assess ADIs.

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> *'The DSA need to change their opinion. The system is against coaching at the moment.' (ADI 6)*

Among a number of participants there was a fear that as an ADI, they will be downgraded on their regular evaluations by the DSA
(described in the industry as 'the check test'), simply because they are using coaching rather than an instructional model.

> *'We need to live without fear of being downgraded in the check test.' (ADI 4)*

There was also a shared view about coaching and how it is currently perceived by many ADIs and DSA assessors. ADIs believed there was a feeling that coaching currently had a bad reputation in many quarters because of four main reasons. Firstly, there are a lot of ADIs who claim to be coaching, but are only used 'old style Q & A'.

Secondly, they are a growing number of coaching driving courses, but the quality of training varies widely.

> *'The current quality of coaching training is horrendous.' (ADI 8)*

Thirdly, too much emphasis had been placed on the steering debate in contrast to an emphasis on encouraging greater personal responsibility. This has skewed the debate away from the central issue of coaching and a learner centred approach.

> *'We are wasting our time talking about push-pull – it's a side issue.' (ADI 14)*

Lastly the driving press has been dominated by people that are not experienced in coaching claiming that it was a waste of time, but with no evidence to draw on. Or by writers who were aware of theory but had no practical experience of using coaching. '…the industry is full of ex-police drivers who think they know best, but they are talking about driving in the 1980s not 2010…it's all opinion with no evidence to back it up.' (ADI 7)

'These diehards need to be weeded out.' (ADI 1)
'Too many ADIs are set in their ways and reluctant to change.' (ADI 4)

The clear message from participants was that the DSA needed to actively encourage a change in practice including greater use of coaching and base driver training on evidenced-based practice.

Discussion
This study aimed to explore the experience of ADIs in teaching novice drivers how to drive a car (category B) and their experience of using a new method of development, coaching, with novice drivers. The nature of IPA research means these views reflect the views of this group of individuals and thus cannot be generalized to the wider ADI community as a whole.

The wider psychological literature has suggested accidents are largely the result of human error and that human factors such as personality and values are strong

influences on human performance and decision-making (for example, Philippe et al., 2009). More recent policy work on driver development within the EU, has suggested that there is more to safe driving than simple mastery of the vehicles mechanical controls and that driver development should take this into account (EU MERIT, 2004). Further EU reports (HERMES, 2010) have advocated a greater use of coaching. To date, however, there has been no primary research to explore the application of coaching to learner driver environments.

For those who have trained in coaching methods, coaching appears to offer a practical solution for driver training. The results of this preliminary study into the experiences of using coaching with novice learners appear to confirm this. However, how do these results fit with the literature of decision-making and learning theory?

It has been widely suggested that coaching can facilitate learners / coachees to assume greater responsibility for their own actions (Whitmore, 2002). Similar claims are made about the role of coaching in learner driving (Whitmore, 2010). Psychological theory too suggests that instructional-based learning can interfere with learning in contrast with Socratic approach which encourages the learner to form their own sense of the material (Wright, Loftus & Hall, 2001). The ADI participants' suggested in this study that learners benefited from the coaching approach, when contrasted with an instructional approach. It was suggested that learners were able to learner faster and with more enjoyment.

What this study, as a qualitative exploration, has not be able to evidence, is whether this perception of ADIs is supported by shorter learning times or higher pass rates. Further, this study offers no evidence on whether coaching improves subsequent decision-making through enhanced responsibility and thus reduces road traffic incidents. These three aspects are worthy of further research. Specifically, does coaching as an additional pedagogy for use with learner drivers reduce learning time, improve standards (measured by pass rates) or reduce subsequent accident rates.

A second factor highlighted within the literature is the lack of focus within driver development on higher order skills (Senserrick & Haworth, 2005). The participants in the study supported this view and noted that a coaching approach offered an opportunity to explore these areas in more detail and with lasting affect. Once again these were participating ADIs perceptions of learners and no statistical evidence is available to drawn on to support the view that coaching-based learners were more likely to experience an attitude change than instruction-based learners. This too is worthy of further research.

A third theme which emerged and which is worthy of discussion was ADI participants' concern about the quality of ADI coach training in the driving sector. This was viewed as a limiting factor to individuals acquiring the skills they need. A short review conducted by one of the authors of this paper suggests that most of the coaching courses available for ADIs in the UK are short courses of five to six hours duration. Further, almost all of the providers are ADIs originally trained by the

University of East London and are offering cut-down versions of materials acquired from their own training. The survey of these individuals suggests that the market is concerned about the costs of purchasing longer and formal training (Passmore, 2011) which is the reason for a predominance of one-day courses in the market. A second factor is cost, with ADIs unable or unwilling to invest in their on-going development, due to the low profit margins in the sector.

Despite the enthusiasm of the participants of this study for the potential value in driver coaching, without further modernization by the DSA, coaching may remain a supplementary technique for those keen to adopt new ways of working, leaving many driving instructors behind. This suggests that the Government itself needs to continue to take a more active role in encouraging the use of coaching and learner-centred approaches. We would also argue that to achieve this, this will include the need to move from a voluntary approach to CPD to a compulsory requirement for CPDs for all ADIs and an expectation that a learner-centred / coaching approach is vital for achieving the minimum standard in the industry's check test.

A fourth factor highlighted by some participants was the limitation of coaching as a tool for more intelligent (although this could be interpreted as more articulate) learners. It was noted that to date the coaching literature has not explored the issue of fit between coaching and personality or intelligence. However, as was noted above, this argument has previously been made in relation to counselling. Future research within coaching about coaching's efficacy with different groups and different individuals is much needed.

With respect to this study, a number of limitations have already been discussed. A number of further limitations should also be noted. The study was related to training offered by a single provider. The training was over a three-month period, with 36 hours of input and further reading, study and assessment at a postgraduate level. A shorter course, or other forms of training, may produce different results. Secondly, as an IPA study, the focus was on the experience of the ADIs in applying the techniques with learners. While common themes emerged, these are perspectives as opposed to an independent assessment of the impact of coaching techniques. This is useful as coaching in driver development is a new area of research and this paper was one of several preliminary studies to begin to understand the issues. Further research is required to explore learning in different learner driver contents. In addition, research is needed to understand whether coaching is more effective or efficient for learning to drive. This may be measured in terms of the hours taken to pass the test and the pass rate. Also, important, is to establish whether those who pass the test using a coaching method are safer drivers than those taught using traditional methods. At present no evidence exists on how coaching affects long-term driver performance, in respect of road incidents.

Conclusions

This study looked at the physical and psychological demands of learning to drive a category B motor vehicle for novice drivers and the experiences of ADIs in applying coaching as a new method for driver learning. The study suggests that coaching can

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be a useful tool for use with novice drivers improving the learning experience. Further research is needed to build on the insights gained from this preliminary study.

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