

VDS Pro Level 1 Driver Readiness

Course content, qualification route, study time and the evidence boundary between simulator learning and regulated assessment.

Qualification route

Designed for use toward the NCFE Level 1 Award in Personal and Social Development (501/0672/7) through an approved centre. Otherwise describe it as Level 1-aligned enrichment.

Print-friendly by design

White pages, restrained colour, light table shading and no full-page dark fills. Reviewed 19 August 2026.

VDS Pro simulator activity supports evidence but does not itself award a regulated qualification or establish real-road driving competence.

1. Course at a glance

Item	Course decision
Learners	Primarily age 14+, including mainstream, SEND, alternative provision, post-16, community and driving-school learners
Delivery	35 lessons of 2 guided hours; 70 GLH in total
Standard room	1 or more licensed simulator stations; supervised learner waves matched to available capacity
Current preset	level-1-driver-readiness: 11 simulator modules
Assessment	Portfolio, tutor observation, discussion, learner products and VDS Pro evidence
Regulated route	NCFE Level 1 Award in Personal and Social Development (501/0672/7), through an approved centre

Public wording

Before centre approval: 'Level 1-aligned'. After a centre approves delivery: 'Designed for delivery toward the NCFE Level 1 Award in Personal and Social Development through approved centres.' Never call it an NVQ or DVSA qualification.

2. Exact NCFE unit combination

Unit	Ref	Credit	GLH	Main course contribution
02 Developing self	K/502/0469	2	20	Baseline, personal development plan, practice, review and continued development
03 Dealing with problems in daily life	L/502/0464	2	20	Recognise a learner problem, plan and carry out a response, review effectiveness
06 Individual rights and responsibilities	K/502/0472	1	10	Rights, barriers, support, lawfulness and responsibility to self and others
11 Preparation for work	J/502/0477	2	20	Employability skills, career research, role matching and application information
Total		7	70	Four Group A units, all at Level 1

NCFE publishes the Award as 7 credits, 70 GLH and 70 TQT, with a minimum of four Group A units and at least five credits at Level 1 or above. This selection totals exactly 7 credits and all credits are Level 1.

3. What the simulator already provides

- Tutorials, controls, junctions, traffic lights, roundabouts, speed management, pedestrians and crossings, lane discipline, guided drives, Career Drives and tests.
- Theory-test learning and mocks, hazard-perception practice and practical mock-test routes in the wider product.
- Assignments, attempts, module states, scores, time, dates, conditions, incidents, learner notes, instructor notes, feedback and next steps.
- A repeatable setting in which learners can act on feedback and compare performance over time.

4. Teaching added around the simulator

- Personal strengths, development planning and formal review.
- A taught problem-solving process with resources, action and review.
- Rights, equality, barriers, reasonable adjustments and sources of help.
- Responsibilities, vulnerable road users, phone use, fatigue, impairment and incident response.
- Job-role research, skills matching and application preparation.
- Portfolio indexing, authenticity declarations, assessor decisions and internal quality assurance.

Evidence boundary

Completion flags, scores and VDS certificates are supporting evidence. Only the approved centre's assessor can decide whether an NCFE criterion has been achieved.

5. The 35-lesson pathway

Unit 02: Developing self (20 hours)

Lesson	Focus	Simulator/workshop	Main evidence
1	Induction and baseline	Tutorials; Moving Off	Safety/setup record, baseline result and declaration
2	Strengths and abilities	Basics observation and controls	Two strengths or abilities with examples
3	Choose a development area	Mirrors, signalling or steering comparison	Chosen area and explanation
4	Build a development plan	Targets, activities, timescales and reviews	Signed development plan
5	Planned practice 1	Selected Basics lesson	Attempt record and observer note
6	Planned practice 2	Junctions introduction	Attempt record and reflection
7	Use feedback and amend	Tutor conference and repeated task	Feedback record and amended action
8	Planned practice 3	Traffic Lights or Roundabouts	Before/after comparison
9	Review the plan	Compare baseline and current performance	Structured plan review
10	Continue development	Tests checkpoint and next step	Unit review and continuation plan

Unit 03: Dealing with problems in daily life (20 hours)

Lesson	Focus	Simulator/workshop	Main evidence
11	Recognise a straightforward problem	Review a recurring learner issue	Problem and effects description
12	Generate possible responses	Junction and observation case studies	At least two responses
13	Select and agree a response	Tutor discussion and solution choice	Agreed response and reason
14	Plan the activities	Step-by-step planning workshop	Activity plan
15	Find resources and support	Highway Code, tutor and accessibility help	Resource/support list
16	Carry out the plan 1	Targeted simulator practice	Attempt and witness record
17	Carry out the plan 2	Speed or crossing practice	Attempt and learner log
18	Incident and breakdown problem	Scenario cards and safe sequence	Incident-response task
19	Review the approach	Compare evidence and discuss effectiveness	What went well and less well
20	Is the problem solved?	Reassessment or supported alternative	Decision and next action

Unit 06: Individual rights and responsibilities (10 hours)

Lesson	Focus	Simulator/workshop	Main evidence
21	Rights and equality	Rights examples and respectful participation	Rights worksheet
22	Barriers and adjustments	Access/setup audit and case studies	Two barriers and adjustments
23	Sources of support	School, family and specialist help	Two sources and how each helps
24	Responsibilities to self and others	Phone, fatigue, impairment and crossings	Responsibility/risk worksheet
25	Demonstrate responsibility	School-zone or vulnerable-user scenario	Witnessed action and review

Unit 11: Preparation for work (20 hours)

Lesson	Focus	Simulator/workshop	Main evidence
26	What employers need	Punctuality, communication and safe conduct	Skills and qualities worksheet
27	Own skills and achievements	VDS Pro progress evidence audit	Personal profile
28	Connect evidence to work	Guided Drive and observer feedback	Skills-to-evidence map
29	Areas for improvement	Tutor review and planning	Two improvement areas
30	Explore job roles	Transport and non-transport research	Research on a range of roles
31	Career Drive: delivery	Safe decisions under time pressure	Attempt and employability reflection
32	Career Drive: service	Communication, customer needs and safety	Attempt and observer record
33	Match skills to a role	Compare personal profile with one role	Role-match statement
34	Prepare application information	Mock form or personal statement	Application information
35	Final portfolio and progression	Theory/mock assessment and presentation	Authenticated portfolio and next step

6. Qualification routes compared

Route	Current size/status	When to use it
NCFE L1 Award in Personal and Social Development 501/0672/7	7 credits; 70 GLH/TQT; internally assessed and externally quality assured	Recommended main route. Exact four-unit combination is mapped in this pack.
Pearson BTEC L1 Subsidiary Award in WorkSkills 603/7624/7	One 35-hour unit; registration currently shown to 31 Aug 2029	A short accredited option for existing Pearson centres.
Pearson BTEC L1 Award in WorkSkills 603/7625/9	Two 35-hour units; 70 GLH/TQT; registration currently shown to 31 Aug 2029	Alternative for centres already running WorkSkills.
City & Guilds L1 Award in Employability Skills 601/3629/7	6 credits; 60 TQT; last registration currently shown as 31 Aug 2027	Only where an existing City & Guilds centre prefers it.
VDS Pro completion certificate	Unregulated	Enrichment or pilots where no awarding-body registration is in place.

7. Route to a real qualification

- Secure one approved centre as pilot partner and obtain curriculum/quality approval for the selected units.
- Convert tasks into the centre's controlled assessment briefs and criterion tracker; have the IQA approve them before learner use.
- Register the pilot learners, complete baselines, deliver all 70 guided hours and retain attendance evidence.
- Assess every criterion, authenticate learner work, record adjustments and complete internal quality assurance.
- Present the sample through NCFE external quality assurance and claim successful learners through the centre.
- Review external feedback before scaling or pursuing a bespoke named qualification.

8. Official sources checked

- NCFE Level 1 Award in Personal and Social Development qualification page and qualification specification, checked 19 August 2026.
- Pearson BTEC Level 1 WorkSkills qualification page and Issue 2 specification (May 2025).
- City & Guilds Employability Skills 5546 current qualification page, last updated 14 January 2026.
- Awarding-body requirements always take precedence over this contextualised delivery pack.

Teacher Pack

A complete 35-lesson scheme for flexible class sizes using one or more simulator stations, including safety, inclusion, evidence and quality assurance.

Qualification route

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VDS Pro simulator activity supports evidence but does not itself award a regulated qualification or establish real-road driving competence.

1. Standard delivery model

Time	Group A	Group B	Teacher
0-15	Retrieval and briefing	Retrieval and briefing	Teach objective, vocabulary and safety focus
15-50	Simulator activity	Taught/workbook activity	Coach, observe and capture evidence
50-55	Reset and swap	Reset and swap	Equipment and welfare check
55-90	Taught/workbook activity	Simulator activity	Coach, observe and capture evidence
90-110	Portfolio/assessed task	Portfolio/assessed task	Question, verify and give feedback
110-120	Exit check and evidence naming	Exit check and evidence naming	Log attendance, gaps and next steps

Class-size decisions

- Start with one station for individual, small-cohort, baseline, catch-up or formal-observation delivery.
- Keep every simulator wave at or below the number of licensed stations; other learners complete the linked taught or workbook task.
- If two waves cannot provide the planned simulator time, schedule additional supervised sessions.
- Split larger classes or add another properly supervised space; do not crowd several learners around one station for long periods.

2. Safety, safeguarding and inclusion

- Complete a pre-use room check: wheel mounting, pedals, seat, cables, floor space, screen, sound and emergency route.
- Record each learner's setup, accessibility needs, motion-sensitivity response and agreed adjustments.
- Permit immediate breaks for dizziness, nausea, pain, distress or overload; offer observation or an equivalent taught task.
- Use a calm-practice culture. No public leaderboard, racing, dares or comparison intended to shame learners.
- Keep learner reports private. Follow the centre's safeguarding, acceptable-use, data-protection and incident policies.
- Never imply simulator success is a licence, DVSA approval or evidence of real-road competence.

Staffing

One responsible adult must supervise. A second adult is recommended for larger classes, first-use sessions, high support needs and formal observations.

3. Programme controls

Control	Minimum practice
Baseline	Record prior experience, access needs, confidence, first attempt and initial target.
Attendance	Record every guided hour and the exact evidence missed.
Retrieval	Begin each lesson with three short questions from prior vocabulary or decisions.
Literacy	Pre-teach vocabulary; permit oral, scribed or assistive responses where allowed.
Numeracy	Use time, distance, speed, cost and score data only at an accessible Level 1 demand.
Feedback	State what met the task, what needs improvement and the next opportunity to act.
Catch-up	Re-teach and gather the missing criterion. Do not award on attendance or inferred performance.
Authenticity	Question the learner, record support and retain a signed declaration.
IQA	Approve briefs before use, sample decisions across staff/units/learners and record actions.
Parent/carer	Share purpose, safety boundary, attendance, progress and next steps without promising qualification achievement.

4. Lesson plans

Unit 02: Developing self

Lesson 1: Induction and baseline

Lesson	1	Focus	Induction and baseline
Objective	Use evidence and feedback to plan, carry out and review personal development.	Vocabulary	safety, baseline, evidence
Simulator/workshop	Tutorials; Moving Off	Evidence	Safety/setup record, baseline result and declaration

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 2: Strengths and abilities

Lesson	2	Focus	Strengths and abilities
Objective	Use evidence and feedback to plan, carry out and review personal development.	Vocabulary	strength, ability, example
Simulator/workshop	Basics observation and controls	Evidence	Two strengths or abilities with examples

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 3: Choose a development area

Lesson	3	Focus	Choose a development area
Objective	Use evidence and feedback to plan, carry out and review personal development.	Vocabulary	development, feedback, priority
Simulator/workshop	Mirrors, signalling or steering comparison	Evidence	Chosen area and explanation

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 4: Build a development plan

Lesson	4	Focus	Build a development plan
Objective	Use evidence and feedback to plan, carry out and review personal development.	Vocabulary	target, timeline, review
Simulator/workshop	Targets, activities, timescales and reviews	Evidence	Signed development plan

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 5: Planned practice 1

Lesson	5	Focus	Planned practice 1
Objective	Use evidence and feedback to plan, carry out and review personal development.	Vocabulary	routine, attempt, observation
Simulator/workshop	Selected Basics lesson	Evidence	Attempt record and observer note

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 6: Planned practice 2

Lesson	6	Focus	Planned practice 2
Objective	Use evidence and feedback to plan, carry out and review personal development.	Vocabulary	priority, decision, reflection
Simulator/workshop	Junctions introduction	Evidence	Attempt record and reflection

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 7: Use feedback and amend

Lesson	7	Focus	Use feedback and amend
Objective	Use evidence and feedback to plan, carry out and review personal development.	Vocabulary	feedback, amend, support
Simulator/workshop	Tutor conference and repeated task	Evidence	Feedback record and amended action

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 8: Planned practice 3

Lesson	8	Focus	Planned practice 3
Objective	Use evidence and feedback to plan, carry out and review personal development.	Vocabulary	signal, lane, progress
Simulator/workshop	Traffic Lights or Roundabouts	Evidence	Before/after comparison

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 9: Review the plan

Lesson	9	Focus	Review the plan
Objective	Use evidence and feedback to plan, carry out and review personal development.	Vocabulary	review, outcome, evidence
Simulator/workshop	Compare baseline and current performance	Evidence	Structured plan review

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 10: Continue development

Lesson	10	Focus	Continue development
Objective	Use evidence and feedback to plan, carry out and review personal development.	Vocabulary	continue, next step, timescale
Simulator/workshop	Tests checkpoint and next step	Evidence	Unit review and continuation plan

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Unit 03: Dealing with problems in daily life

Lesson 11: Recognise a straightforward problem

Lesson	11	Focus	Recognise a straightforward problem
Objective	Use a simple process to recognise, tackle and review a straightforward problem.	Vocabulary	problem, effect, consequence
Simulator/workshop	Review a recurring learner issue	Evidence	Problem and effects description

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 12: Generate possible responses

Lesson	12	Focus	Generate possible responses
Objective	Use a simple process to recognise, tackle and review a straightforward problem.	Vocabulary	option, response, safe
Simulator/workshop	Junction and observation case studies	Evidence	At least two responses

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 13: Select and agree a response

Lesson	13	Focus	Select and agree a response
Objective	Use a simple process to recognise, tackle and review a straightforward problem.	Vocabulary	agree, appropriate person, reason
Simulator/workshop	Tutor discussion and solution choice	Evidence	Agreed response and reason

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 14: Plan the activities

Lesson	14	Focus	Plan the activities
Objective	Use a simple process to recognise, tackle and review a straightforward problem.	Vocabulary	sequence, activity, deadline
Simulator/workshop	Step-by-step planning workshop	Evidence	Activity plan

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 15: Find resources and support

Lesson	15	Focus	Find resources and support
Objective	Use a simple process to recognise, tackle and review a straightforward problem.	Vocabulary	resource, guidance, support
Simulator/workshop	Highway Code, tutor and accessibility help	Evidence	Resource/support list

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 16: Carry out the plan 1

Lesson	16	Focus	Carry out the plan 1
Objective	Use a simple process to recognise, tackle and review a straightforward problem.	Vocabulary	action, witness, record
Simulator/workshop	Targeted simulator practice	Evidence	Attempt and witness record

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 17: Carry out the plan 2

Lesson	17	Focus	Carry out the plan 2
Objective	Use a simple process to recognise, tackle and review a straightforward problem.	Vocabulary	hazard, vulnerable, response
Simulator/workshop	Speed or crossing practice	Evidence	Attempt and learner log

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 18: Incident and breakdown problem

Lesson	18	Focus	Incident and breakdown problem
Objective	Use a simple process to recognise, tackle and review a straightforward problem.	Vocabulary	incident, breakdown, emergency
Simulator/workshop	Scenario cards and safe sequence	Evidence	Incident-response task

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 19: Review the approach

Lesson	19	Focus	Review the approach
Objective	Use a simple process to recognise, tackle and review a straightforward problem.	Vocabulary	effective, review, improve
Simulator/workshop	Compare evidence and discuss effectiveness	Evidence	What went well and less well

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 20: Is the problem solved?

Lesson	20	Focus	Is the problem solved?
Objective	Use a simple process to recognise, tackle and review a straightforward problem.	Vocabulary	solved, unresolved, next action
Simulator/workshop	Reassessment or supported alternative	Evidence	Decision and next action

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Unit 06: Individual rights and responsibilities

Lesson 21: Rights and equality

Lesson	21	Focus	Rights and equality
Objective	Understand rights, barriers, support and responsibilities to self and others.	Vocabulary	right, equality, respect
Simulator/workshop	Rights examples and respectful participation	Evidence	Rights worksheet

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 22: Barriers and adjustments

Lesson	22	Focus	Barriers and adjustments
Objective	Understand rights, barriers, support and responsibilities to self and others.	Vocabulary	barrier, access, adjustment
Simulator/workshop	Access/setup audit and case studies	Evidence	Two barriers and adjustments

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 23: Sources of support

Lesson	23	Focus	Sources of support
Objective	Understand rights, barriers, support and responsibilities to self and others.	Vocabulary	advice, advocacy, information
Simulator/workshop	School, family and specialist help	Evidence	Two sources and how each helps

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 24: Responsibilities to self and others

Lesson	24	Focus	Responsibilities to self and others
Objective	Understand rights, barriers, support and responsibilities to self and others.	Vocabulary	responsibility, lawful, impairment
Simulator/workshop	Phone, fatigue, impairment and crossings	Evidence	Responsibility/risk worksheet

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 25: Demonstrate responsibility

Lesson	25	Focus	Demonstrate responsibility
Objective	Understand rights, barriers, support and responsibilities to self and others.	Vocabulary	choice, vulnerable, consequence
Simulator/workshop	School-zone or vulnerable-user scenario	Evidence	Witnessed action and review

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Unit 11: Preparation for work

Lesson 26: What employers need

Lesson	26	Focus	What employers need
Objective	Relate personal evidence to employability, career roles and application preparation.	Vocabulary	employability, quality, punctuality
Simulator/workshop	Punctuality, communication and safe conduct	Evidence	Skills and qualities worksheet

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 27: Own skills and achievements

Lesson	27	Focus	Own skills and achievements
Objective	Relate personal evidence to employability, career roles and application preparation.	Vocabulary	achievement, evidence, profile
Simulator/workshop	VDS Pro progress evidence audit	Evidence	Personal profile

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 28: Connect evidence to work

Lesson	28	Focus	Connect evidence to work
Objective	Relate personal evidence to employability, career roles and application preparation.	Vocabulary	reliable, communicate, improve
Simulator/workshop	Guided Drive and observer feedback	Evidence	Skills-to-evidence map

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 29: Areas for improvement

Lesson	29	Focus	Areas for improvement
Objective	Relate personal evidence to employability, career roles and application preparation.	Vocabulary	development, realistic, action
Simulator/workshop	Tutor review and planning	Evidence	Two improvement areas

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 30: Explore job roles

Lesson	30	Focus	Explore job roles
Objective	Relate personal evidence to employability, career roles and application preparation.	Vocabulary	role, sector, requirement
Simulator/workshop	Transport and non-transport research	Evidence	Research on a range of roles

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 31: Career Drive: delivery

Lesson	31	Focus	Career Drive: delivery
Objective	Relate personal evidence to employability, career roles and application preparation.	Vocabulary	pressure, deadline, safety
Simulator/workshop	Safe decisions under time pressure	Evidence	Attempt and employability reflection

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 32: Career Drive: service

Lesson	32	Focus	Career Drive: service
Objective	Relate personal evidence to employability, career roles and application preparation.	Vocabulary	customer, communication, conduct
Simulator/workshop	Communication, customer needs and safety	Evidence	Attempt and observer record

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 33: Match skills to a role

Lesson	33	Focus	Match skills to a role
Objective	Relate personal evidence to employability, career roles and application preparation.	Vocabulary	match, suitable, example
Simulator/workshop	Compare personal profile with one role	Evidence	Role-match statement

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 34: Prepare application information

Lesson	34	Focus	Prepare application information
Objective	Relate personal evidence to employability, career roles and application preparation.	Vocabulary	application, interview, personal statement
Simulator/workshop	Mock form or personal statement	Evidence	Application information

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

Lesson 35: Final portfolio and progression

Lesson	35	Focus	Final portfolio and progression
Objective	Relate personal evidence to employability, career roles and application preparation.	Vocabulary	portfolio, progression, authenticate
Simulator/workshop	Theory/mock assessment and presentation	Evidence	Authenticated portfolio and next step

Teaching sequence: retrieve prior learning; model one example; complete the planned supervised rotation; question the learner about the evidence; record feedback and the next step.

Support: one instruction at a time, visual task card, reduced simulator window, oral/scribed response or observer role. Stretch: justify the decision, compare evidence or coach a peer using agreed prompts.

5. Assessment workflow

- Plan: assessor and IQA confirm tasks cover every selected NCFE criterion.
- Teach: simulator activity remains learning and formative practice until an assessment task is issued.
- Collect: name files consistently and connect each item only to criteria it demonstrates.
- Verify: question the learner and record support, prompts and reasonable adjustments.
- Decide: assessor records achieved/not yet achieved with criterion-specific feedback.
- Improve: re-teach before a new opportunity; retain the original evidence and feedback.
- Assure: IQA samples across units, assessors, decisions, adjustments and learner groups before claims.

6. Required resources

- Each licensed simulator station checked before use, with enough classroom or workbook space for learners between simulator turns.
- Current learner workbook and assessment pack; secure individual portfolio storage.
- Current Highway Code access and centre-approved careers sources.
- Printed task card or visible objective for each lesson; non-simulator contingency task.
- Named programme lead, assessor, IQA, IT support contact and safeguarding contact.
- Current NCFE specification, centre policies and evidence tracking documents.

Before first delivery

The centre's quality team must approve the unit combination, assessment briefs, staffing, reasonable-adjustment process, evidence storage and public wording.

Learner Workbook

Printable evidence sheets for the four selected NCFE units, plus road-safety, careers and final-portfolio activities.

Qualification route

Designed for use toward the NCFE Level 1 Award in Personal and Social Development (501/0672/7) through an approved centre. Otherwise describe it as Level 1-aligned enrichment.

Print-friendly by design

White pages, restrained colour, light table shading and no full-page dark fills. Reviewed 19 August 2026.

VDS Pro simulator activity supports evidence but does not itself award a regulated qualification or establish real-road driving competence.

How to use this workbook

- Write, type, speak, dictate or use agreed assistive technology. Your tutor will record how support was provided.
- Use your own words and examples. A simulator score is evidence to discuss, not an answer by itself.
- Ask when a word or instruction is unclear. You may request a break or an agreed alternative activity.
- Date every sheet and identify the VDS Pro lesson or evidence used.

My name, preferred way to record evidence, and support or adjustment that helps me

My starting confidence, prior experience and what I want from this course

Induction and safe setup

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

Course induction evidence; not a qualification criterion by itself

Three room or simulator safety rules

My comfortable setup and the signs that I need a break

Who I ask for help and how I protect other learners' privacy

Unit 02: strengths and development area

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

02 1.1, 1.2 and 1.3

Two personal strengths or abilities, with an example for each

One area I have selected for self development

Why this area is important to me

Unit 02: personal development plan

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

02 2.1, 2.2 and 2.3

My target: what I want to be able to do

Activities I will complete

Dates, timescales and review points

Evidence I will use and the person who will review it with me

Unit 02: planned-practice record 1

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

02 2.4

Activity completed and date

What I did and the evidence reference

Feedback I received

What I will do next

Unit 02: planned-practice record 2

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

02 2.4

Activity completed and date

What I did and the evidence reference

Feedback I received

What I will do next

Unit 02: planned-practice record 3

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

02 2.4

Activity completed and date

What I did and the evidence reference

Feedback I received

What I will do next

Unit 02: review and continuation

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

02 3.1, 3.2 and 3.3

What my plan was and what evidence shows my progress

What worked well and what I would amend

How I will continue this development in future

Unit 03: define a straightforward problem

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

03 1.1, 1.2 and 1.3

The problem and its effects

Ways I could tackle it

The way I selected, why, and the appropriate person who agreed it

Unit 03: activity and resource plan

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

03 2.1 and 2.2

Activities in the order I will carry them out

Resources, information or people that can help

Dates and how I will know each activity happened

Unit 03: activity record 1

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

03 2.3

Planned activity and date

What I carried out

Evidence or witness reference

What happened as a result

Unit 03: activity record 2

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

03 2.3

Planned activity and date

What I carried out

Evidence or witness reference

What happened as a result

Unit 03: review the solution

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

03 3.1, 3.2 and 3.3

The approach I used

What went well and what went less well

Is the problem solved? My evidence and next action

Unit 06: rights, barriers and support

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

06 1.1, 1.2 and 1.3

At least two rights I have as an individual

At least two barriers that could prevent someone exercising their rights

At least two sources of support and how each could help

Unit 06: responsibilities

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

06 2.1 and 2.2

At least two responsibilities I have to myself

At least two responsibilities I have to other people

How these responsibilities apply in school, work, travel or road use

Unit 06: witnessed responsible action

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

06 2.3

Situation and responsible action I took

Why it showed responsibility for myself

Witness name, role, signature, date and comments

Road-safety responsibility check

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

Supplementary learning for Units 03 and 06

How phone use, fatigue, alcohol/drugs or peer pressure can affect safe choices

What to do after a breakdown or collision without creating more danger

Why licences, insurance and lawful vehicle use matter

Hazard and vulnerable-road-user log

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

Supplementary evidence for Units 03 and 06

Hazard, conditions and who was at risk

Safe response and what I actually did

Consequence, feedback and next step

Unit 11: employer skills and my profile

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

11 1.1 and 1.2

Personal and employability skills/qualities employees need

My own skills, qualities and achievements, with evidence

People or records that support my examples

Unit 11: connection to working life

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

11 1.3 and 1.4

How my skills, qualities and achievements relate to working life

At least two areas I could improve

One action I will take

Unit 11: job-role research

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

11 2.1

Role 1: duties, skills/qualities, entry route and source

Role 2: duties, skills/qualities, entry route and source

Another role or sector I considered

Unit 11: match myself to a role

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

11 2.2

The role I selected and why

My matching skills, qualities and achievements, with examples

My gaps and realistic next step

Unit 11: application information

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

11 2.3

Key personal, education, experience and contact information needed

My short personal statement or interview introduction

Information I must check before submitting

Career Drive reflection

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

Supporting evidence for Unit 11

The work task, pressure or customer need

How I kept safety and responsibility ahead of speed or score

Skills/qualities I demonstrated and evidence reference

Final portfolio review and progression

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

Final learner review; assessor maps evidence to the selected criteria

My strongest evidence and why it matters

What I improved during the programme

My next education, work, travel or driving-readiness step

Learner authenticity declaration

Learner name		Group		Date	
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I confirm that the evidence in this portfolio is my own work. I have identified help, feedback, use of a scribe or assistive technology with my tutor. I understand that simulator completion does not prove real-road driving competence.

Learner signature		Date	
Assessor signature		Date	

Assessment and Evidence Pack

Criterion mapping, observation and discussion records, evidence logs, reasonable-adjustment controls, assessor decisions and IQA sampling.

Qualification route

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Print-friendly by design

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VDS Pro simulator activity supports evidence but does not itself award a regulated qualification or establish real-road driving competence.

1. Assessment rules

- Use the current NCFE specification and centre policies. They take precedence over this contextualised pack.
- Assess every criterion. Attendance, effort, score or VDS completion cannot substitute for criterion evidence.
- Use simulator records as supporting evidence and verify what the learner understands or did.
- Record prompts, support, scribing, assistive technology and reasonable adjustments without reducing the criterion demand.
- The centre assessor decides achievement. The IQA samples decisions before a certificate claim.
- For group activity, identify the contribution of each learner.
- Retain original evidence and feedback when a learner is re-taught and reassessed.

Status

This pack is a delivery aid, not an NCFE assessment instrument. The approved centre must approve its own briefs, tracking and quality-assurance use.

2. Criterion-to-evidence matrix

Unit 02: Developing self (K/502/0469)

Criterion	Published requirement (abridged)	Planned evidence	Decision/ref
1.1	Describe personal strengths or abilities	Strengths and abilities sheet; examples from baseline and observation	
1.2	Select an area for self development	Chosen development area recorded by learner	
1.3	Explain why this area is important	Learner explanation or professional discussion	
2.1	Prepare a plan for the identified area	Signed personal development plan	
2.2	List activities, targets and timelines	Plan with dated activities and target	
2.3	Plan how progress will be reviewed	Named review points, evidence and appropriate person	
2.4	Work through the agreed plan	Attempt records plus witness/assessor confirmation	
3.1	Review the self development plan	Learner review using before/after evidence	
3.2	Suggest improvements and amendments	Amended plan or review statement	
3.3	Explain how development will continue	Final continuation plan	

Unit 03: Dealing with problems in daily life (L/502/0464)

Criterion	Published requirement (abridged)	Planned evidence	Decision/ref
1.1	Describe a straightforward problem and its effects	Problem definition and effects sheet	
1.2	Suggest ways to tackle the problem	At least two possible responses	
1.3	Select and agree a way to tackle it	Tutor-approved selected response	
2.1	Plan activities needed to tackle it	Step-by-step activity plan	
2.2	Identify resources to help	Resources and support list	
2.3	Carry out planned activities	Activity log, simulator evidence and witness record	
3.1	Review the approach used	Structured review	
3.2	Describe what went well and less well	Learner reflection with examples	
3.3	Identify whether the problem has been solved	Decision and next action	

Unit 06: Individual rights and responsibilities (K/502/0472)

Criterion	Published requirement (abridged)	Planned evidence	Decision/ref
1.1	Give examples of rights as an individual	Rights worksheet with at least two examples	
1.2	Give examples of barriers to exercising rights	At least two barriers	
1.3	Identify support sources and describe how they help	At least two sources with explanations	
2.1	Identify responsibilities to self	At least two responsibilities	
2.2	State responsibilities to others	At least two responsibilities	
2.3	Demonstrate taking responsibility for self	Witnessed action and learner review	

Unit 11: Preparation for work (J/502/0477)

Criterion	Published requirement (abridged)	Planned evidence	Decision/ref
1.1	Describe personal and employability skills and qualities employees need	Employer skills worksheet	
1.2	Describe own skills, qualities and achievements	Personal profile linked to evidence	
1.3	Explain how own evidence relates to working life	Skills-to-work mapping	
1.4	Suggest areas for improvement	Two improvement areas	
2.1	Find out about a range of potential job roles	Research from at least two roles	
2.2	Match own skills, qualities and achievements to a role	Completed role-match statement	
2.3	Identify and prepare key application or interview information	Mock form, profile or personal statement	

3. Tutor observation record

Learner name		Group		Date	
VDS lesson			Role		

Observed action	Direct observation	Discussion	Not seen	Notes/evidence
Prepared safely and followed room/session expectations				
Followed the planned activity or instruction				
Made a relevant decision or used an identified resource				
Responded appropriately to feedback or support				
Demonstrated responsibility for self or others				
Explained what happened and the next step				

Exact NCFE criterion(s) this observation supports and why

Observer name/role		Signature/date	
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4. Professional discussion record

Learner name		Group		Date	
VDS lesson			Role		

Question or prompt

Learner's response in their own words

Follow-up used to verify understanding

Criterion, decision and evidence reference

Assessor name		Signature/date	
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5. Portfolio evidence log

Learner name		Group		Date	
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Ref	Date	Evidence title/type	Unit/criterion	Authentication/check	Assessor decision

6. Support and reasonable-adjustment record

Learner name		Group		Date	
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Learner need and normal way of working

Adjustment or support used

How the published criterion demand was preserved

Evidence that remains authentic to the learner

Review date and outcome

7. Unit decision and feedback

Learner name		Group		Date	
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Unit	All criteria evidenced?	Achieved / not yet	Key evidence references	Assessor/date
02 Developing self				
03 Dealing with problems in daily life				
06 Individual rights and responsibilities				
11 Preparation for work				

Feedback: what meets the criteria

Action: missing evidence, re-teaching or reassessment

8. Internal quality-assurance sample

Learner	Assessor	Unit/criteria	Evidence sampled	Decision agreed?	Action/date

IQA rationale, feedback and required standardisation actions

9. Final learner report

Learner name		Group		Date	
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Units achieved and evidence summary

Learner strengths and progress

Areas for continued development

Recommended progression

Qualification status: centre registration, claim or VDS enrichment only

Assessor		Signature/date	
IQA if sampled		Signature/date	