

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

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. 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.