



# National Driver/Rider Training Standard™ v 1.0

## National Driver/Rider Training Standard™

### Introduction

This *National Driver/Rider Training Standard™* (the Standard) sets out the skills, knowledge and understanding required to deliver a programme of driver/rider training for all those types of cars, light vans and machines covered by licence categories A/P and B. It covers delivery of training for licence acquisition and post-test driving/riding programmes e.g. advanced driving.

The Standard assumes that any person wishing to teach somebody to drive/ride has:

- mastered all the competences set out in Roles 1-4 of the *DSA Safe and Responsible Driving Standard (Category B)™* or the *DSA Safe and Responsible Riding Standard (Category A/P)™* i.e. they hold a current driving/riding licence,
- demonstrated competence in Role 5 of the *DSA Safe and Responsible Driving Standard (Category B)™* or the *DSA Safe and Responsible Riding Standard (Category A/P)™* i.e. that they have demonstrated that they have maintained and improved their competence, at both the theoretical and practical levels, since they acquired their licence. Candidates will be expected to demonstrate at least level 3 competence in both areas.

The Standard sets out the knowledge, skills and understanding required to deliver learning effectively. It assumes that trainers will deliver agreed syllabuses using a 'client-centred' approach. There is no expectation that trainers will undertake high-level review of those syllabuses.

The Standard recognises that the differing requirements of each category and differing commercial approaches may result in variations in the way a trainer engages with this content. For example it assumes the skills, knowledge and understanding required to work 'in-car' but also acknowledges that some driver/rider training organisations may opt to deliver part of any given syllabus to groups, in a classroom context. The knowledge, skills and understanding required to facilitate such groups has been specified but there is no expectation that all trainers will undertake delivery in this way. For motorcycle trainers, on the other hand, group delivery in a classroom or similar training environment, is a core skill.

This version of the Standard is not definitive. It is expected that the range of units available will be extended, in the future, e.g. to cover specialist areas such as the Equality Act 2010 and the delivery of remedial programmes. Additional units will also be added to cover the particular skills, knowledge and understanding required to train trainers.

N.B. At this stage no decision has been made about which of these units a trainer will be required to complete before they can be registered.

## **Role 6 - Deliver driver/rider training programmes**

Role 6 Unit 1 – Prepare to train learner driver/riders ensuring that all legal and regulatory requirements are met

### **What this unit is about**

This unit is about confirming that you meet all the legal requirements relating to:

- the vehicle intended to be used in providing training,
- your status as a trainer,

before you start delivering training.

The core of this unit is that you must know and understand what the law says about using a vehicle for training purposes and about your entitlement to deliver training.

It is recognised that some of the tasks defined below may be devolved to organisational administrative processes. However, the expectation is that, in the absence of such processes, all driver/rider trainers should be able to confirm, to the best of their ability, that the vehicle they intend to use is roadworthy and that they are legally entitled to carry out the training proposed.

This unit contains two elements:

Element 6.1.1 – Confirm that you (the trainer) comply with legal and regulatory requirements

Element 6.1.2 – Confirm that the training vehicle is fit for purpose

### **Who this unit is for**

This unit is for people who train learner drivers/riders of all vehicles.

### **Glossary**

Your organisation	This is the company you work for or, if you are self employed, the rules you have set for yourself to ensure that you comply with relevant legal and licensing requirements.
Learner	This term can indicate novices, partly trained, trained or experienced drivers/riders including those who may be adding an additional licence category.
Vehicle	This includes two- and three-wheeled machines covered by category A/P, cars and vans covered by category B.
Driver/rider	This includes drivers or riders of all vehicles.

## Unit 6.1 – Prepare to train learner drivers/riders, ensuring that all legal and regulatory requirements are met

Element 6.1.1 – Confirm that you (the trainer) comply with legal and regulatory requirements

### About this element

This element is about ensuring that you meet all the legal requirements relating to your entitlement to deliver training. This includes licence requirements and the requirements of trainer registration. Any change to your physical status, your eyesight and any convictions should be reported to all those who are entitled to receive such information.

#### Performance requirements

You must be able to:

1. confirm that you hold an appropriate, current and valid licence to drive the type of vehicle for which you intend to deliver training,
2. confirm that you are registered as a trainer with the appropriate body or bodies, or that you are exempt from registration,
3. ensure that you have complied with organisational, regulatory and legal requirements to report any change to your status as a driver/rider trainer e.g. convictions, medical conditions or changes to your eyesight,
4. display, or be in possession of, your current trainer registration certificate in accordance with regulatory requirements.

#### Knowledge and understanding requirements

You must know and understand:

- a) the licence regulations relating to the type of vehicle for which training is to be delivered,
- b) any requirements to belong to a register of trainers for the type of vehicle for which you intend to deliver training,
- c) the requirements, regulations and conditions associated with gaining and maintaining registration to any appropriate body or bodies,
- d) the types of offences you are required to report under organisational, regulatory or legal requirements and their impact on your status as a driver/rider trainer,
- e) how changes to your medical status or your eyesight may impact on your status as a driver/rider trainer,
- f) the eyesight requirements relevant to the type of vehicle for which you intend to deliver training.

## Unit 6.1 – Prepare to train learner drivers/riders, ensuring that all legal and regulatory requirements are met

### Element 6.1.2 - Confirm that the training vehicle is fit for purpose

#### About this element

This element is about ensuring that the vehicle you intend to use for driver/rider training meets the relevant legal and organisational requirements for roadworthiness and, especially in the case of motorcycles, is suitable for the rider. This includes confirming that all necessary documentation is available and valid. You should also be aware of any requirements for a minimum test vehicle (MTV). You will also be required to carry out routine checks of the vehicle in line with legal and (where relevant) organisational requirements and recognise any actual or potential problems or defects.

When using a vehicle provided by the learner there are clearly limits to how far you can go in carrying out checks and taking corrective actions. You should still confirm that the vehicle meets MTV requirements and check that appropriate documentation is in place, carry out basic safety checks, e.g. tyres, lights etc. and ensure that L/D plates are displayed correctly.

#### Performance requirements

You must be able to:

1. ensure that any vehicle provided for training purposes meets the minimum test vehicle requirements and is properly marked,
2. ensure that any ancillary equipment fitted, including dual controls, is legally compliant and fit for purpose,
3. ensure that appropriate insurance is in force to cover driver/rider-training and, where appropriate driver/rider-testing, in the vehicle provided and as adapted,
4. confirm all other vehicle documentation meets legal requirements (e.g. registration, tax disc and MOT),
5. confirm the vehicle's service record is current and in accordance with supplier's or operator's recommendations,
6. carry out vehicle checks and report faults or problems with the vehicle in line with organisational and legal requirements,
7. carry out corrective actions that are within your authority,
8. make alternative arrangements when a vehicle is not fit for purpose.

#### Knowledge and understanding requirements

You must know and understand:

- a) minimum test vehicle (MTV) requirement for licence acquisition driving tests,
- b) the legal requirement to clearly identify a vehicle being used to deliver on-road training to provisional licence holders, e.g. by fitting L/D plates,
- c) how to check the operation of ancillary equipment such as dual controls,
- d) any legal requirements or restrictions that apply to the fitting and use of ancillary equipment,
- e) what insurance you must have in place to deliver driver/rider-training for the type of vehicle involved,
- f) the requirement to ensure that your insurance provider is informed of any modifications or adaptations to your vehicle,
- g) the statutory registration, licensing and testing requirements for the vehicle you intend to use,
- h) how to access the service record for the vehicle which you intend to use and confirm that necessary servicing has been carried out,
- i) how to access any organisational checklist for the vehicle which you intend to

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	use and carry out those checks, j) what action to take if the vehicle does not have all the necessary documentation, has not been serviced or fails any checks.
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## **Role 6 - Deliver driver/rider training programmes**

### **Role 6 Unit 2 – Design learning programmes**

#### **What this unit is about**

This unit is approached through the framework of 'client-centred' learning i.e. it is about finding ways to enable learning which take into account the status, prior experience and particular needs of the learner and maximise their learning opportunities.

An important feature of this unit is that it assumes that any trainer should be able to respond appropriately to the needs of any individual who wishes to be trained. It is recognised that it is unreasonable to expect a trainer to understand, and be able to respond to, the specific needs of every type of special need. However, they should be able to actively manage the process of obtaining appropriate, alternative support in these circumstances.

It is recognised that, in many cases, trainers will be working within outline programmes designed by other people. However, within the learner-centred philosophy a trainer must be capable of adjusting such an outline programme to meet the reasonable requirements of the learner, to take into account prior learning etc. and to reflect any issues or opportunities identified as the training progresses. They must also understand how such adjustments will impact on the overall programme learning outcomes, so that they can ensure that no learning outcomes are omitted and that learning opportunities are maximised.

#### **Who this unit is for**

This unit is for people who train learner drivers/riders of all vehicles.

#### **Glossary**

Your organisation	This is the company you work for or, if you are self employed, the rules you have set for yourself to ensure that you comply with relevant legal and licensing requirements.
Learner	This term can indicate novices, partly trained, trained or experienced drivers/riders including those who may be adding an additional licence category.
Vehicle	This includes two- and three-wheeled machines covered by category A/P, cars and vans covered by category B.
Driver/rider	This includes drivers or riders of all vehicles.

## Unit 6.2 – Design Learning Programmes

<p>Performance requirements</p> <p>You must be able to:</p> <ol style="list-style-type: none"> <li>1. confirm that the learner holds an appropriate provisional licence for the category of vehicle for which they wish to undertake training,</li> <li>2. confirm that the learner complies with the eyesight requirements for the category of vehicle for which they wish to undertake training,</li> <li>3. identify the learning needs of the learner, their initial learning status and any special needs requirements, including any need for in-vehicle adaptations,</li> <li>4. transfer the learner to an appropriate colleague where their learning needs exceed your competence e.g. learners with physical or cognitive disabilities with which you are not familiar, or where you are unable to provide a suitably adapted vehicle,</li> <li>5. plan an appropriate outline programme of sessions, including one-to-one and group-based where appropriate, which delivers equal opportunities and access to learning,</li> <li>6. devise lesson plans for each session outlining learning objectives, identifying resource requirements and taking into account any special needs, e.g. reduced concentration spans or fatigue arising from physical conditions,</li> <li>7. ensure the availability of resources planned to support delivery of programme including e-learning and third-party providers,</li> <li>8. include competent third parties, where you consider such an input will benefit the learner,</li> <li>9. agree roles and responsibilities of any third-party providers, including how they will record and pass on relevant information,</li> <li>10. where appropriate specify how accompanying driver/riders can best support each stage of the programme,</li> <li>11. where appropriate specify how parents, guardians, partners or carers can support learners with physical or cognitive disabilities,</li> <li>12. specify methods for reviewing learner</li> </ol>	<p>Knowledge and understanding requirements</p> <p>You must know and understand:</p> <ol style="list-style-type: none"> <li>a) the content and principles of the relevant <i>DSA National Driving/Riding Standard</i>™,</li> <li>b) the requirements of licence acquisition for the type of vehicle being trained,</li> <li>c) the requirements of any other formal, post-test assessment of driving competence,</li> <li>d) the range of prior-learning inputs that can contribute to the learning process and how they can be reflected in the way the learner is taught,</li> <li>e) the range of special needs that learners might present and their broad implications for driving the type of vehicle being trained,</li> <li>f) how cultural and religious factors may affect the options available to support the learning process, e.g. inability to attend sessions on particular days of the week, sensitivities about making eye-contact, beliefs that it is ‘bad manners’ to contradict the teacher,</li> <li>g) the options available for including non-vehicle-based or third-party learning inputs in the learning programme,</li> <li>h) best practice tools and techniques, exercises and activities available to support transfer of ownership of the learning process and delivery of desired learning outcomes, both in-car, on-road and, where relevant, classroom based delivery,</li> <li>i) the ethical issues involved in the use of psychometric tools,</li> <li>j) the resources available to support driver/rider learning in general and those with special needs in particular,</li> <li>k) how to draw up learning programmes which reflect varying learning styles and needs including literacy, numeracy and language issues or physical or cognitive disabilities,</li> <li>l) how to plan routes for on-road training sessions which provide safe, legal and effective learning opportunities,</li> <li>m) how to manage effective working</li> </ol>
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<p>progress and the effectiveness of learning as the programme progresses.</p>	<p>relationships with other providers,</p> <ul style="list-style-type: none"><li>n) the law relating to accompanying driver/riders,</li><li>o) how to maximise the contribution of an accompanying driver/rider to a learning programme,</li><li>p) where appropriate, how to facilitate effective relationships with the parents, guardians, partners or carers of learners with physical or cognitive disabilities,</li><li>q) how to monitor and review learning programmes in the light of learners' changing needs, their progress and any formative assessment requirements,</li><li>r) how to gather the views of learners, formally and informally, while maintaining confidentiality and trust and remaining within the stated learning objectives,</li><li>s) the application of confidentiality and data security requirements to the management of learning programmes.</li></ul>
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## Role 6 - Deliver driver/rider training programmes

### Role 6 Unit 3 – Enable safe and responsible driving/riding

#### What this unit is about

This unit is about helping and supporting a learner to acquire the skills, knowledge and understanding that they need to drive safely and responsibly throughout their driving career. This means that the unit is not just about teaching a learner to pass a test. Instead, it is about developing the learner's competence and their willingness to continue the learning process beyond their test.

The competences which go to make up this unit are presented in four elements. However, it is important to understand that the first three of these elements represent different aspects, or layers, of a single, integrated, approach; an approach known as 'client - centred learning'<sup>1</sup>. It is not really possible or meaningful to attempt to demonstrate these competences in isolation.

The fourth element, which is about facilitating group-based learning (typically but not always in a classroom environment) shares the 'client-centred' approach. However, it is presented here as a separate element to reflect the fact that some driving/riding instructors may never choose to work in this environment.

'*Client - centred learning*' is not about the learner taking charge of the learning process and deciding what is going to happen. Instead it is about establishing a conversation between the learner and the trainer based on mutual respect. This approach is based on the idea that people resist taking on new understandings and resist modifying their behaviour if:

- the person who is trying to teach them fails to respect and value their idea of who they are,
- the person delivering the learning is not seen as 'genuine',
- the person delivering the learning is not seen as having legitimate authority.

In the learning-to-drive/ride context the instructor brings to the learning process their hard-earned knowledge, understanding and experience. If they rely simply on telling the learner what they should do they will probably be able to teach them enough to pass their test. However, all the evidence suggests that learners in this sort of relationship do not really change the way they think and quickly forget what they have been taught. If, on the other hand, the instructor presents their knowledge, understanding and experience clearly and effectively, listens to the learner's reactions to that input, helps them to identify any obstacles to understanding and change and supports them to identify strategies for overcoming those obstacles for themselves, there is the possibility of a long-lasting change in understanding and behaviour.

In this context this unit is not about teaching learners to perform driving/riding tasks in particular ways. While it is reasonable to encourage learners to practise particular methods for performing a given task, because there are clearly explainable benefits to that method, the outcome of the learning process should be that the learner has developed a safe and responsible method which they can apply consistently and reliably; not that they have learnt any one specified method.

Element 6.3.1 – Create a climate that promotes learning

Element 6.3.2 – Explain and demonstrate skills and techniques

Element 6.3.3 – Coach

Element 6.3.4 – Facilitate group-based learning

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<sup>1</sup> In this context the phrase 'client-centred' is taken to mean, broadly, the same thing as 'student-centred' or 'learner-centred'.

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### Who this unit is for

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## Unit 6.3 – Enable safe and responsible driving/riding

### Element 6.3.1 – Create a climate that promotes learning

#### About this element

This element is about creating a relationship with the learner, and a context for their learning, that maximises the opportunities for them to take ownership of their learning process. It is therefore the foundation on which the next two elements are built.

This approach is based on the understanding that learners who are passive recipients of training and information are less well equipped to deal with the wide range of challenges they will meet, when they drive independently, than those who are supported to be active learners.

The element is also about ensuring that every learner has access to the same learning opportunities and is treated with equal respect.

#### Performance Standards

To meet the standard you must be able to:

1. establish an effective verbal and/or non-verbal communications strategy which is free from discrimination, does not exploit the learner and does not collude with risky behaviour or attitudes,
2. ensure the learner fully understands the objectives, structure and formal assessment requirements of the programme they are engaged on,
3. explain how you expect to work with the learner and how you expect them to work with you,
4. ensure learners understand what other opportunities, methods and resources are available and how these can be integrated into their overall learning process,
5. where appropriate, explain how parents, guardians, partners or carers can support learners with physical or cognitive disabilities,
6. where appropriate, explain how accompanying driver/riders can be most effective in supporting the learner,
7. explain how you intend to monitor and review the learner's progress during the programme,
8. within the constraints of the overall programme, and subject to the understanding that you may work with the learner to agree

#### Knowledge & Understanding Requirements

You must know and understand:

- a) how to ensure and improve good verbal and/or non-verbal communication e.g. by maintaining good eye-contact (where this is culturally acceptable), using consistent language, breaking large bodies of information into manageable pieces and by using graphics, pictures and other visual aids to reinforce your words,
- b) the content and principles of the relevant *DSA National Driving/Riding Standard*™,
- c) the evidence that indicates that an active and lifelong approach to learning reduces the risk of crashes and the long-term cost of driving,
- d) how to establish clear guidelines for acceptable behaviour within the learning environment,
- e) the role of 'individual learning plans' and similar models for establishing agreed ways forward within learning programmes,
- f) how to identify and deal with possible barriers to learning and achievement, including delivery methods, times, location, lack of support for people with special needs, or a lack of facilities,
- g) how to explain the objectives and structure of a learning programme, and your choice of methods, in a way which is

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<p>modifications to the programme if required, agree the details of the learning programme.</p>	<p>appropriate for individual learners,</p> <ul style="list-style-type: none"><li>h) how to include accompanying driver/riders in the learning process in a way which reinforces learning outcomes,</li><li>i) the scope for flexibility within the process of learning to drive the type of vehicle involved and within post-test programmes of driver/rider training,</li><li>j) the credibility of the licence acquisition process with key stakeholders, e.g. parents, employers,</li><li>k) the credibility of post-test assessments of driving competence with key stakeholders, e.g. parents, employers,</li><li>l) external influences on the learner's attitude to the learning process, e.g. economic factors and peer pressure.</li></ul>
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## Unit 6.3 – Enable safe and responsible driving/riding

### Element 6.3.2 - Explain and demonstrate skills and techniques

#### About this element

This element recognises that, within the learner-centred approach, there is a legitimate role for well delivered explanation and demonstration. Trainers should be able to provide clear, realistic and authoritative demonstrations of how to apply practical skills – both stationary and moving - and explain what they are doing and why they are doing it. Having provided such demonstrations, they should then be able to support the learner in practising the skills and give them appropriate feedback.

The element assumes that the process of learning practical skills is made easier if the learner also understands the reasons why a particular skill is necessary, i.e. they can link it to theory.

#### Performance Standards

To meet the standard you must be able to:

1. select appropriate locations for delivering demonstrations,
2. provide timely and appropriate explanations and demonstrations of the skills and techniques required to drive a vehicle safely and responsibly, including the use of adaptations where fitted,
3. encourage learners to ask questions and, where necessary, repeat or modify delivery to ensure understanding,
4. ensure that the learner understands any theory which relates to on-road application of the skill or technique being taught,
5. ensure that learners have sufficient opportunities to practise the skill demonstrated,
6. provide feedback to learners which enables them to identify, understand and overcome obstacles to competent application of skills,
7. encourage and support learners to practise skills, in a structured way, outside the formal learning environment.

#### Knowledge & Understanding Requirements

You must know and understand:

- a) how to deliver an explanation or demonstration so that the learner gains the maximum learning, taking into account different learning styles,
- b) the need to ensure the learner's active understanding of the purpose and content of any explanation or demonstration,
- c) how to assess whether a location is appropriate for the demonstration of a skill or technique,
- d) that while frequent explanations and demonstrations can be supportive for some learners, for others too many may be demotivating,
- e) how to overcome the limitations of the in-vehicle environment<sup>2</sup>,
- f) how to provide explanations and demonstrations in practical driving skills while stationary,
- g) how to deliver a moving vehicle demonstration while maintaining full control of the vehicle,
- h) how to provide a verbal explanation of

<sup>2</sup> Those training riders of category A/P machines clearly face particular challenges when delivering on-road training. In this context this element should be taken to include the use of two-way radio and any other similar devices that may be developed to enable machine to machine communication.

	<p>what you are doing while carrying out a moving-vehicle demonstration<sup>3</sup>,</p> <ul style="list-style-type: none"><li>i) the content of the Highway Code and the requirements of the licence acquisition theory test,</li><li>j) the importance of moving the use of vehicle controls, and other practical skills, from active effort to implicit or procedural memory as quickly as possible,</li><li>k) how to check the learner's understanding and progress,</li><li>l) how to give formative feedback.</li></ul>
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<sup>3</sup> In this unit the ability to provide an explanation of what you are doing as you are doing it is considered to be a level 3 competence. The more complex process of '*commentary driving*' is considered to be a level 4 competence.

## Unit 6.3 – Enable safe and responsible driving/riding

### Element 6.3.3 – Coach

#### About this element

This element is about engaging in a conversation with the learner to help them identify obstacles to learning and strategies for overcoming those obstacles.

N.B. It is unlikely that a learner will be willing to engage in this process if a secure grounding has not been established in Element 6.3.1.

#### Performance Standards

To meet the standard you must be able to:

1. listen to what the learner is telling you about the obstacles that they are experiencing which prevent them from applying practical driving skills and their understanding of theory,
2. support them to devise strategies for overcoming those obstacles,
3. work with the learner to help them reflect on their experience of the learning programme, on your feedback and the feedback of other providers,
4. work with the learner to identify obstacles to their ownership of the learning process and devise strategies for overcoming those obstacles,
5. transfer the balance of responsibility for their learning process to the learner as soon as they are ready to take it,
6. at all times, exercise your responsibility for the safety of yourself, the learner and other road users,
7. work with the learner to agree when they are ready to undertake formal assessment of driving competence,
8. accompany the learner to formal assessments when appropriate,
9. work with the learner to help them reflect on their experience of assessment and on examiner feedback and, where they have failed that assessment, to identify strategies for overcoming problems.

#### Knowledge & Understanding Requirements

You must know and understand:

- a) how to use the full range of learner-centred techniques to help the learner identify and overcome barriers to achievement of learning goals,
- b) how to use a range of learner-centred techniques to encourage the learner to join-up their understanding of practice and theory and of different aspects of theory,
- c) how to use a range of learner-centred techniques to support the transfer of ownership of the learning process to the learner,
- d) the impact of your own willingness to transfer ownership of the learning process,
- e) the importance of providing regular formative feedback,
- f) how to deploy learner-centred techniques while retaining a clear understanding of your responsibility for safety in the learning environment.

## Unit 6.3 – Enable safe and responsible driving/riding

### Element 6.3.4 – Facilitate group-based learning

#### About this element

This element shares the broad objectives of elements 6.3.1 – 6.3.3, i.e. creating an appropriate learning environment, providing appropriate inputs based on expertise and working with the learner to identify obstacles to learning and strategies for overcoming those obstacles. It recognises that delivering these objectives in the context of a group of learners presents additional challenges and barriers to learning and calls for additional competences on the part of the trainer.

#### Performance Standards

To meet the standard you must be able to:

1. ensure all learners feel comfortable in the learning space and feel able to express their views and concerns,
2. encourage all learners to ask questions and, where necessary, modify delivery to ensure understanding,
3. ensure learners understand the purpose, processes and intended outcomes of each group activity, and how it links to the rest of their learning programme,
4. support all learners to take an active part in learning activities,
5. ensure individual behaviours or group dynamics do not isolate individuals or distract from the desired learning outcomes,
6. ensure you do not collude with inappropriate attitudes to other group members or to road safety,
7. promptly and unambiguously interrupt behaviour or verbal/non-verbal communication which is discriminatory, oppressive or tending to prevent an individual from benefiting from the learning experience, whether by other learners or by colleagues,
8. monitor the progress of individuals and provide feedback to the learner and other providers.

#### Knowledge & Understanding Requirements

You must know and understand:

- a) how to put learners at their ease within the group, ensure they feel safe and encourage them to take an active part in the learning process,
- b) the effect of your own assumptions about particular groups within society on your ability to deliver effective learning,
- c) how to deploy a range of learning activities which ensure that all members of the group are able to participate and to gain the maximum learning benefit from their involvement,
- d) how to use learner-centred techniques to help individuals to identify obstacles to engagement with the learning process and devise strategies for overcoming those obstacles,
- e) the potential effect of peer group assumptions on the behaviour of learners,
- f) the risk of group dynamics being dominated by particular sub-groups,
- g) how to interrupt individual behaviours or group dynamics which have the effect of excluding individuals or sub-groups,
- h) the risk of unconsciously colluding with inappropriate behaviours or attitudes,
- i) the risk of being diverted from intended learning outcomes by group dynamics,
- j) how to identify opportunities to support or enhance learning, which emerge from the group dynamic, and to actively adapt

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	<p>presentations to support that process,</p> <ul style="list-style-type: none"><li>k) how to check an individual's understanding and progress within a group context,</li><li>l) how to give feedback in a group and on a one-to-one basis,</li><li>m) how to provide feedback on individual learner progress to other training providers.</li></ul>
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## **Role 6 - Deliver driver/rider training programmes**

Role 6 Unit 4 – Manage risk to trainer, learner and third parties

### **What this unit is about**

This unit is about actively managing the risks that can arise while delivering driver/rider training and ensuring, as far as is within your control, the health and safety of all involved.

This unit contains three elements:

Element 6.4.1 – Manage the in-vehicle environment to minimise risk

Element 6.4.2 – Manage the risk of violence in the learning environment

Element 6.4.3 – Manage health and safety in the classroom environment

### **Who this unit is for**

This unit is for people who train learner drivers/riders of all vehicles.

### **Glossary**

Your organisation	This is the company you work for or, if you are self employed, the rules you have set for yourself to ensure that you comply with relevant legal and licensing requirements.
Learner	This term can indicate novices, partly trained, trained or experienced drivers/riders including those who may be adding an additional licence category.
Vehicle	This includes two and three-wheeled machines covered by category A/P, cars and vans covered by category B.
Drivers/riders	This includes drivers or riders of all vehicles

## Unit 6.4 – Manage risk to trainer, learner and third parties

### Unit 6.4.1 – Manage the in-vehicle environment to minimise risk

#### About this element

This element addresses those risks, directly related to the driving/riding task, which can arise in an on-road training session. It assumes that learners will always be expected to take their full share of responsibility for the management of risk, while recognising that their competence to take that responsibility will change over the period of their training. It also recognises that correctly understanding the nature of the risks that arise during a training session is central to a learner's ability to assess and respond to risk when they drive independently.

#### Performance Standards

To meet the standard you must be able to:

1. ensure the learner is fit to undertake the session and take appropriate action where they are not fit,
2. ensure the learner fully understands how responsibility in relation to their safety, your safety and the safety of other road users is shared between you,
3. give clear and unambiguous instructions, e.g. when and where to start, stop, turn etc., ensure that the learner understands your instructions and, where there is any confusion, modify your instructions accordingly,
4. explain when and how you may intervene to ensure safety, e.g. operate dual controls,
5. continue to scan the environment and assess hazards while observing the learner and providing training inputs,
6. take appropriate and timely action where you identify a hazard that the learner does not appear to be aware of, or where you believe they are unable to respond adequately,
7. use 'client-centred' techniques to ensure the learner is better equipped to deal with such hazards in the future,
8. take appropriate and timely action, including

#### Knowledge & Understanding Requirements

You must know and understand:

- a) the signs that a learner's fitness to undertake training may be impaired by alcohol, by illegal or controlled substances or by over-the-counter or prescription medicines or that they may be suffering from a temporary or permanent physical or psychological condition which renders them unfit to undertake training, including physical or psychological conditions of which they are unaware or which they are attempting to conceal,
- b) the procedure to be followed if you believe a learner is either temporarily unfit to undertake the session or has a permanent physical or psychological condition which they have not revealed,
- c) the extent and limits of any specific legal obligations and your responsibility to ensure your health and safety and the health and safety of others in the in-vehicle learning environment,
- d) the extent and limits of the learner's responsibility for health and safety in the in-vehicle learning environment<sup>4</sup>,
- e) how you can take action, safely, in the context of the type of vehicle for which training is taking place<sup>5</sup>,

<sup>4</sup> It is particularly important to understand how the balance of the responsibility may vary between vehicles. A trainer clearly has far less ability to act in the context of category A/P machines than in vehicles where they can take more direct control.

<p>terminating the session, where the learner becomes unfit to continue or behaves in a way which places you, the learner or third parties at an unacceptable risk,</p> <p>9. comply with any requirements to record details of situations in which specific risks arise.</p>	<ul style="list-style-type: none"><li>f) where appropriate, how to operate dual-controls,</li><li>g) how to give feedback about risk-related issues in a way which motivates and enables changed learner behaviour without increasing fear-based responses,</li><li>h) the procedure to follow if a learner becomes unfit to continue the session,</li><li>i) how to promptly interrupt wilful behaviour which places the trainer, learner or third parties at risk,</li><li>j) the trainer's rights to interrupt or terminate sessions where an unacceptable risk arises,</li><li>k) how to record incidents in which a risk situation arises,</li><li>l) the impact of your own level of competence and attitudes to risk on your ability to minimise risk,</li><li>m) the importance of demonstrating consistent attitudes to the management of risk to ensure that formal messages being given in the learning programme are not undermined.</li></ul>
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<sup>5</sup> This understanding is particularly important in relation to category A/P vehicles where the only intervention available is usually through two-way radio. In this context a sudden alarm may, in itself, distract the learner.

## Unit 6.4 – Manage risk to trainer, learner and third parties

### Element 6.4.2 – Manage the risk of violence in the learning environment

#### About this element

The Health and Safety Executive notes that:

*“People who deal directly with the public may face aggressive or violent behaviour. They may be sworn at, threatened or even attacked.”*

This unit is about taking steps to protect yourself, and learners, from aggressive or violent behaviour, whether from other learners or third parties. Under *The Management of Health and Safety at Work Regulations 1999* employers must assess the risks to employees and make arrangements for their health and safety by effective:

- planning,
- organisation,
- control,
- monitoring and review.

In this context it is assumed that any training organisation will have in place policies and guidance on how to deal with aggressive or violent behaviour. It is important that trainers understand what actions they can take to protect themselves and others, both to ensure that they are safe and to ensure that they comply with legal and regulatory requirements and limits.

#### Performance Standards

To meet the standard you must be able to:

1. implement and comply with your organisation’s policy and procedures for protecting staff from the risk of violence at work,
2. if delivering group-based sessions, implement and comply with your organisation’s policy and procedures for protecting learners from the risk of violence during sessions,
3. manage verbally or physically aggressive behaviour in ways which are consistent with best practice and statutory requirements,
4. take appropriate and timely action, in line with your organisation’s policy and procedures, including terminating the session, calling for assistance or leaving the learning space if learner’s behaviour continues to put you or others at risk,
5. report details of any situation in which an actual or potential risk of aggressive or violent behaviour arises, in line with your organisation’s policy and procedures.

#### Knowledge & Understanding Requirements

You must know and understand:

- a) your legal responsibility to ensure your well-being, safety and health in the workplace as set out in the relevant legislation for Health and Safety at Work,
- b) the extent and limits of your obligation to protect learners from the risk of physical or verbal violence during sessions,
- c) your organisation’s policy and procedures for the management of violence in the learning environment including
  - termination of sessions,
  - summoning assistance,
  - leaving the learning space,
 and how they apply to your role and level of competence,
- d) how to interpret body language and the importance of acknowledging other people’s personal space,

	<ul style="list-style-type: none"><li>e) the impact of your own level of competence and attitudes and how they may trigger aggressive or violent responses,</li><li>f) the limits to your ability to protect yourself in potentially violent situations,</li><li>g) when and how you can safely interrupt behaviour which appears likely to result in violence,</li><li>h) how to record incidents in which a risk situation arises,</li><li>i) the importance of demonstrating consistent attitudes and behaviours in the management of violence in the learning environment to ensure that messages being given in the overall learning programme are not undermined.</li></ul>
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## Unit 6.4 – Manage risk to trainer, learner and third parties

### Element 6.4.3 - Manage health and safety in the classroom environment

<p><b>About this element</b></p> <p>This element is about those particular health and safety issues that arise when using enclosed premises for the delivery of any part of the training process, in particular where groups of learners are involved. It assumes that issues relating to the risk of violence in the classroom are adequately addressed in 6.4.2.</p>	
<p><b>Performance Standards</b></p> <p>To meet the standard you must be able to:</p> <ol style="list-style-type: none"> <li>1. implement and comply with general health and safety procedures and requirements relating to the delivery of services to the public,</li> <li>2. implement and comply with any specific health and safety procedures and requirements which apply in the buildings you are using to deliver learning sessions, or any other part of the training process,</li> <li>3. ensure that learners understand the operation of health and safety and emergency procedures which apply in any enclosed premises you are using,</li> <li>4. in the event of an emergency, carry out your responsibilities as set out in your organisation’s policy and procedures,</li> <li>5. report details of any situation in which an actual or potential health and safety risk arises, in line with your organisation’s policy and procedures.</li> </ol>	<p><b>Knowledge &amp; Understanding Requirements</b></p> <p>You must know and understand :</p> <ol style="list-style-type: none"> <li>a) the extent and limits of your responsibility for learners as set out in the relevant Health and Safety at Work legislation,</li> <li>b) the application of health and safety regulations in any enclosed premises used to deliver learning sessions or any other part of the training process,</li> <li>c) the content of your organisation’s health and safety policy and procedures and how they apply to your role and level of competence,</li> <li>d) the operation of fire alarm and emergency evacuation procedures,</li> <li>e) the importance of remaining alert to health and safety issues at all times,</li> <li>f) the importance of demonstrating consistent attitudes and behaviours in the management of health and safety risks to ensure that messages being given in the overall learning programme are not undermined.</li> </ol>

## **Role 6 - Deliver driver/rider training programmes**

Role 6 Unit 5 - Evaluate and develop your knowledge, understanding and skills in the driver/rider training industry

### **What this unit is about**

This unit is about evaluating your own performance against the established and evolving requirements of your role, identifying where there are opportunities for improvement and taking action to respond to those opportunities.

It is recognised that many organisations will have a formal personal development process in place with which an employed trainer will be expected to comply. However, beyond this requirement, any competent driver/rider trainer should be able to demonstrate that they are actively involved in maintaining and continuously improving their skills, knowledge and understanding whether they are employed or self-employed.

### **Who this unit is for**

This unit is for people who train learner driver/riders of all vehicles.

### **Glossary**

Your organisation	This is the company you work for or, if you are self employed, the rules you have set for yourself to ensure that you comply with relevant legal and licensing requirements.
Learner	This term can indicate novices, partly trained, trained or experienced driver/riders including those who may be adding an additional licence category.
Vehicle	This includes two and three-wheeled machines covered by category A/P, cars and vans covered by category B.
Driver/rider	This includes drivers or riders of all vehicles.

## Unit 6.5 - Evaluate and develop your knowledge, understanding and skills in the driver/rider training industry

Performance Standards	Knowledge & Understanding Requirements
<p>To meet the standard you must be able to:</p> <ol style="list-style-type: none"><li>1. identify the skills, knowledge and understanding needed for your role and evaluate your own capabilities and performance against these,</li><li>2. identify relevant organisational, legal and regulatory requirements and evaluate your working practices in relation to them,</li><li>3. keep up-to-date with training industry issues and recognise when changes in the industry, legislation etc. require you to update your knowledge, skills and understanding,</li><li>4. actively make use of all sources of feedback, e.g. performance records of previous learners or feedback from line managers and colleagues or other professionals, to identify gaps in your knowledge, skills or understanding,</li><li>5. set out objectives for the ongoing development of your knowledge, skills and understanding,</li><li>6. identify training or development opportunities which will help you update or close any gaps in your knowledge, skills and understanding,</li><li>7. maintain a reflective log, enabling you to evaluate the outcome of your professional development activities,</li><li>8. comply with any organisational requirements to plan and record your training and development activities and to evaluate the benefits of any training you undertake.</li></ol>	<p>You must know and understand:</p> <ol style="list-style-type: none"><li>a) the personal and professional benefits of evaluating and developing your knowledge, understanding and skills,</li><li>b) the requirements of the <i>DSA National Driving/Riding Standards™</i>,</li><li>c) the requirements of the <i>DSA Driver/Rider Training Standard™</i>,</li><li>d) the DSA's check-test requirements, and how that will be assessed,</li><li>e) any regulatory requirements to undertake continuing professional development,</li><li>f) the performance and knowledge requirements of any other body by which you are employed,</li><li>g) how to obtain feedback on your performance from learners, line managers, colleagues and other professionals in a non-defensive way,</li><li>h) current developments in driver/rider training practice,</li><li>i) how to evaluate your own performance against requirements and recognise where gaps in your skills, knowledge or understanding are affecting your performance,</li><li>j) the opportunities for formal and informal professional development available through your employers or other providers,</li><li>k) how to record and evaluate your professional practice in a reflective log,</li><li>l) how to build an achievable development plan and set yourself realistic objectives and priorities,</li><li>m) how to monitor your performance against your development plans.</li></ol>

## **Role 6 - Deliver driver/rider training programmes**

Unit 6.6 – Monitor and review progress to ensure compliance and promote improvement

### **What this unit is about**

This unit is about reviewing programme delivery to ensure that it is meeting its designed learning outcomes and to identify weaknesses in delivery, or opportunities for improvement of delivery.

### **Who this unit is for**

This unit is for people who train learner driver/riders of all vehicles.

### **Glossary**

Your organisation	This is the company you work for or, if you are self employed, the rules you have set for yourself to ensure that you comply with relevant legal and licensing requirements.
Learner	This term can indicate novices, partly trained, trained or experienced driver/riders including those who may be adding an additional licence category.
Vehicle	This includes two and three-wheeled machines covered by category A/P, cars and vans covered by category B.
Driver/rider	This includes drivers or riders of all vehicles.

## Unit 6.6 - Monitor and Review Progress to Ensure Compliance and Promote Improvement

Performance Standards	Knowledge & Understanding Requirements
<p>To meet the standard you must be able to:</p> <ol style="list-style-type: none"><li>1. collate all information relevant to the review process from learners and from all providers, including accompanying driver/riders where possible,</li><li>2. ensure the information used in any review process is accurate and unbiased,</li><li>3. satisfy any organisational requirement to record, collate and make available interim review results,</li><li>4. ensure the output from any interim, formative, review process is made available for third-party providers to enable them to continue to deliver a 'client-centred' learning input,</li><li>5. review and, where necessary and appropriate, amend programme and session design in the light of feedback, to improve effectiveness of learning outcome delivery,</li><li>6. satisfy any legislative or organisational requirement to record, collate and make available summative review results,</li><li>7. produce performance reports to satisfy requirements of key stakeholders.</li></ol>	<p>You must know and understand:</p> <ol style="list-style-type: none"><li>a) the need to ensure that feedback reflects achievement of the programme's stated learning outcomes, and not your own prejudices,</li><li>b) how to specify, collect, analyse and record information for review and quality assurance purposes,</li><li>c) how to check the reliability and validity of information gathered for review or feedback purposes,</li><li>d) how to promote the active involvement of learners in review processes,</li><li>e) the scope of, and limits to, your ability to modify aspects of the learning programme,</li><li>f) any formal requirements to provide formative information for organisational purposes or for any other key stakeholders,</li><li>g) how to use information technology to keep records,</li><li>h) how to record information and feedback so that it can be shared with third-party providers,</li><li>i) any formal requirements to collect/provide summative information for organisational purposes or for any key stakeholders,</li><li>j) how gaining feedback and undertaking review processes contributes to improving service quality.</li></ol>