



Driving  
Standards  
Agency

# National standard for driver and rider training

The national standard describes the skills, knowledge and understanding needed to be a safe and responsible driving or riding instructor or instructor trainer.

# Introducing the ‘National standard for driver and rider training’

This national standard sets out the skills, knowledge and understanding needed to deliver a programme of driver/rider training. It covers training for drivers or riders of all types of cars, light vans, motorcycles and mopeds for use on the road. It covers training for licence acquisition and post-test driving/riding programmes.

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

- a current driving/riding licence
- mastered all the competences set out in roles 1 to 4 of the ‘National standard for driving cars and light vans (category B)’ or the ‘National Standard for riding mopeds and motorcycles (category A)’
- demonstrated competence in role 5 of the ‘National standard for driving cars and light vans (category B)’ or the ‘National Standard for riding mopeds and motorcycles (category A)’

In other words it assumes 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.

This Standard sets out the knowledge, skills and understanding needed to deliver successful learning. It talks about instructors delivering agreed syllabuses using a ‘client-centred’ approach. The Standard talks mainly about the skills, knowledge and understanding required to work ‘in-car’ (or ‘on bike’) but also acknowledges that some driver/rider training organisations may opt to deliver part of any given syllabus to a classroom group. The knowledge, skills and understanding that apply in the classroom have therefore been included, but not all instructors will choose to train in this way. For motorcycle instructors, however, group delivery in a classroom (or similar training environment) is a core skill.

The standard includes some of the skills, knowledge and understanding needed by trainers of instructors (such as role play). It assumes higher level assessment skills will be covered by a standard assessor unit.

As with all of DSA’s standards, this standard is expected to change in response to further evidence that may emerge and to peer comment. It is expected that the range of units will be extended to cover specialist areas such as the Equality Act 2010 and the delivery of remedial programmes.

Note:

These units were used as the basis for redefining the Driver Training National Occupational Standards, which are used to develop any driver training qualifications.

## Role 6 – Deliver driver/rider training programmes

### Unit 1 – Prepare to train learner driver/riders – meet all legal requirements

#### What this unit is about

This unit is about confirming that you meet all the legal requirements before you start delivering training. These cover

- the vehicle or machine you intend to use
- your status as an instructor

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

Some of the tasks may be given to other people in your organisation. However, you should still be able to confirm that the vehicle you intend to use is roadworthy and that you are legally able to carry out the training.

This unit contains two elements

Element 6.1.1 – Confirm that you comply with legal requirements

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

#### Who this unit is for

This unit is for instructors who train learner driver/riders.

#### Glossary

Your organisation	This is the company you work for or, if you are self employed, the rules you have set for yourself to make sure you comply with relevant legal and licensing requirements.
Vehicle	This covers all powered means of travel, such as cars, motorcycles, vans, etc.
Driver/rider	This includes drivers or riders of all vehicles.
Learner	This term can indicate novice, partly trained, trained or experienced driver/riders, including those who may be adding a licence category.

## Unit 6.1 – Prepare to train learner driver/riders – meet all legal requirements

### Element 6.1.1 – Confirm that you comply with legal requirements

#### About this element

This element is about making sure that you can legally provide training. This includes licence and instructor registration requirements. You must report any change to your health or eyesight, or any convictions, to all those who legally need to know.

#### Performance standards

You must be able to

1. confirm that you hold a current, valid licence to drive or ride the training vehicle
2. confirm that you are registered as an instructor with the appropriate body or bodies, or that you are exempt from registration
3. comply with organisational and legal requirements to report any change to your status as an instructor, such as
  - convictions
  - medical conditions
  - changes to your eyesight
4. display your current instructor registration certificate, or have it with you, in line with legal requirements

#### Knowledge and understanding requirements

You must know and understand

- a) the licence regulations that apply to the training vehicle you are using
- b) whether there are requirements to belong to a register of instructors for the training vehicle you are using
- c) the legal requirements and conditions that apply to gaining and maintaining registration to any appropriate body or bodies
- d) the types of offence you must report under organisational or legal requirements and how they affect your status as an instructor
- e) how changes to your health or your eyesight may affect your status as an instructor
- f) the eyesight requirements that apply for the training vehicle you are using

## Unit 6.1 – Prepare to train learner driver/riders – meet all legal requirements

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

#### About this element

This element is about making sure the training vehicle meets the relevant legal and organisational requirements for roadworthiness. Where the vehicle is a motorcycle or moped, it should also be suitable for the rider. You should confirm that all necessary documentation is available and valid. You should also be aware of any requirements for a minimum test vehicle (MTV). Routine maintenance and recognising any faults with the vehicle are also covered.

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, check the documentation, carry out basic safety checks, such as those on tyres and lights, and make sure that L plates (or D plates in Wales) are displayed correctly.

#### Performance standards

You must be able to

1. make sure that any vehicle used for training purposes
  - meets the minimum test vehicle requirements
  - is correctly marked
2. make sure that any equipment fitted to the vehicle, such as dual controls, is
  - legally compliant
  - fit for purpose
3. make sure that insurance is in place to cover driver/rider-training, and where appropriate driver/rider-testing, in the vehicle as adapted
4. confirm all other vehicle documentation (such as registration, tax disc and MOT) meets legal requirements
5. confirm the vehicle's service record is in accordance with the supplier's or your organisation's recommendations

#### Knowledge and understanding requirements

You must know and understand

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

<p>6. carry out vehicle checks and report faults or problems with the vehicle in line with organisational and legal requirements</p> <p>7. carry out corrective actions that are within your authority</p> <p>8. make other arrangements when a vehicle is not fit for purpose</p>	<p>i) how to access any organisational checklist for the vehicle and carry out those checks</p> <p>j) what action to take if the vehicle</p> <ul style="list-style-type: none"><li>• does not have all the necessary documentation</li><li>• has not been serviced</li><li>• fails any checks</li></ul>
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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 uses a 'client-centred' learning approach. It is about maximising learning by taking into account the status, prior experience and particular needs of the learner.

This unit assumes that any instructor should be able to respond to the needs of any individual who wishes to be trained. It is unreasonable to expect an instructor 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 finding alternative support in these circumstances.

Instructors may be following outline programmes designed by others. As a learner-centred instructor, however, they must be able to adjust an outline programme to meet the needs of the learner by

- taking prior learning into account
- identifying any issues or opportunities as the training progresses

They must also understand how adjustments will affect the learning outcomes of the programme. They can then make sure that no learning outcomes are missed and that learning opportunities are maximised.

#### 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 so that you comply with relevant legal and licensing requirements.
Vehicle	This covers all powered means of travel, such as cars, motorcycles, vans, etc.
Driver/rider	This includes drivers or riders of all vehicles.
Learner	This term can indicate novice, partly trained, trained or experienced driver/riders including those who may be adding a licence category.

## Unit 6.2 – Design learning programmes

### Element 6.2.1 – Design learning programmes

<b>Performance standards</b>	<b>Knowledge and understanding requirements</b>
<p>You must be able to</p> <ol style="list-style-type: none"><li>confirm that the learner holds a provisional or full licence for the category of the training vehicle</li><li>confirm that the learner's eyesight meets licence requirements</li><li>identify the learning needs of the learner, their initial learning status and any special needs, including any need for in-vehicle adaptations</li><li>transfer the learner to an appropriate colleague where their learning needs exceed your competence, such as learners with physical or cognitive disabilities with which you are not familiar, or where you cannot provide a suitably adapted vehicle</li><li>plan an outline programme that delivers equal opportunities and access to learning, including one-to-one and group-based sessions where suitable</li><li>create lesson plans for each session that outline learning objectives, identify any resources needed and take into account any special needs (such as reduced concentration spans or fatigue due to physical conditions)</li><li>make sure that any resources in the plan will be available, including e-learning and third-party providers</li><li>include competent third parties, where this will benefit the learner</li><li>agree roles and responsibilities of any third-party providers, including how they will record and pass on relevant information</li></ol>	<p>You must know and understand</p> <ol style="list-style-type: none"><li>the content and principles of the relevant DSA National Driving/Riding Standard™</li><li>the requirements of licence acquisition for the vehicle being used</li><li>the requirements of any other formal, post-test assessment of driving competence</li><li>the range of prior-learning inputs that can add to the learning process and how they can be featured in the way the learner is taught</li><li>the range of special needs that learners might have and their broad implications for driving or riding the training vehicle</li><li>how cultural and religious factors may affect the options available to support the learning process, such as<ul style="list-style-type: none"><li>inability to attend sessions on particular days of the week</li><li>sensitivities about making eye-contact</li><li>the belief that it is 'bad manners' to contradict the teacher</li></ul></li><li>the options available for including non-vehicle-based or third-party learning inputs in the learning programme</li><li>best practice tools, techniques, exercises and activities available to support transfer of ownership of the learning process and delivery of desired learning outcomes</li><li>the ethical issues involved in the use of psychometric tools</li><li>the learning resources available to support driver/rider learning in general and those with special needs in particular</li></ol>



<p>10. where accompanying driver/riders are involved, specify how they can best support each stage of the programme</p> <p>11. where applicable, specify how parents, guardians, partners or carers can support learners with physical or cognitive disabilities</p> <p>12. specify how you will review learner progress and programme effectiveness</p>	<p>k) how to draw up learning programmes that cater for different learning styles and needs, including</p> <ul style="list-style-type: none"> <li>• literacy issues</li> <li>• numeracy issues</li> <li>• language issues</li> <li>• physical disabilities</li> <li>• cognitive disabilities</li> </ul> <p>l) how to plan routes for on-road training sessions that provide safe, legal and effective learning opportunities</p> <p>m) how to manage effective working relationships with other providers</p> <p>n) the law on accompanying driver/riders</p> <p>o) how to maximise the contribution of an accompanying driver or rider to a learning programme</p> <p>p) where appropriate, how to foster effective relationships with the parents, guardians, partners or carers of learners with physical or cognitive disabilities</p> <p>q) how to monitor and review learning programmes in the light of</p> <ul style="list-style-type: none"> <li>• learners' changing needs</li> <li>• learners' progress</li> <li>• any formative assessment requirements</li> </ul> <p>r) how to gather the learners' views of the learning process</p> <ul style="list-style-type: none"> <li>• formally and informally</li> <li>• while maintaining confidentiality and trust</li> <li>• while remaining within the stated learning objectives</li> </ul> <p>s) how to manage confidentiality and data security requirements for learning programmes</p>
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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 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 instructors may choose to never 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 creating a conversation between the learner and the instructor that is 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 context of learning to drive or ride, 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. There is a better chance of a long-lasting change in understanding and behaviour if the instructor

- presents their knowledge, understanding and experience clearly and effectively
- listens to the learner's reactions to that input
- helps the learner to identify any obstacles to understanding and change
- supports the learner to identify strategies for overcoming those obstacles for themselves

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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'.

In this context this unit is not about teaching learners to perform driving or 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.

This unit contains four elements

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

## 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.
Vehicle	This covers all powered means of travel, such as cars, motorcycles, vans, etc.
Driver/rider	This includes drivers or riders of all vehicles.
Learner	This term can indicate novices, partly trained, trained or experienced driver/riders including those who may be adding a licence category.

## 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 helps them to take ownership of their learning process. It is the foundation on which the next two elements are built.

This approach is based on the understanding that learners who

- are not engaged by the training
- just receive 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.

<b>Performance standards</b>	<b>Knowledge and understanding requirements</b>
<p>You must be able to</p> <ol style="list-style-type: none"><li>1. establish an effective verbal and/or non-verbal communications strategy that<ul style="list-style-type: none"><li>• is free from discrimination</li><li>• does not exploit the learner</li><li>• does not collude with risky behaviour or attitudes</li></ul></li><li>2. make sure the learner fully understands the objectives, structure and formal assessment requirements of the programme</li><li>3. explain how you expect to work with the learner and how you expect them to work with you</li><li>4. make sure the learner understands what other opportunities, methods and resources are available and how these can be included in their overall learning process</li></ol>	<p>You must know and understand</p> <ol style="list-style-type: none"><li>a) how to ensure and improve good verbal and/or non-verbal communication, such as by<ul style="list-style-type: none"><li>• using good eye-contact (where this is culturally acceptable)</li><li>• using consistent language</li><li>• breaking things into manageable pieces</li><li>• using graphics, pictures and other visual aids to reinforce your words</li></ul></li><li>b) the content and principles of the relevant DSA National Driving/Riding Standard™</li><li>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</li><li>d) how to set clear guidelines for acceptable behaviour within the learning environment</li></ol>

<p>5. where appropriate, explain how parents, guardians, partners or carers can support learners with physical or cognitive disabilities</p> <p>6. where a driver accompanies the learner on private practice, explain how they can be most effective in supporting the learner</p> <p>7. explain how you intend to monitor and review the learner's progress during the programme</p> <p>8. agree the details of the learning plan with the learner</p> <ul style="list-style-type: none"> <li>• within the constraints of the overall programme</li> <li>• with the understanding that you may work with the learner to agree changes if required</li> </ul>	<p>e) the effect of your own assumptions about particular groups within society on your ability to deliver effective learning</p> <p>f) the role of 'individual learning plans' and similar models for agreeing ways forward within learning programmes</p> <p>g) how to identify and deal with possible barriers to learning and achievement, including</p> <ul style="list-style-type: none"> <li>• delivery methods</li> <li>• times</li> <li>• location</li> <li>• lack of support for people with special needs</li> <li>• lack of facilities</li> </ul> <p>h) how to explain the objectives and structure of a learning programme, and your choice of methods, in a way that is appropriate for each learner</p> <p>i) how to include accompanying driver/riders in the learning process in a way that reinforces learning outcomes</p> <p>j) the scope for flexibility within the programme</p> <p>k) the credibility of the licence acquisition process with key stakeholders such as parents or employers</p> <p>l) the credibility of post-test assessments of driving competence with key stakeholders such as parents or employers</p> <p>m) external influences on the learner's attitude to the learning process, such as economic factors and peer pressure</p>
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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

Within the learner-centred approach, there is a legitimate role for well delivered explanation and demonstration. This element sets out the standards for this. Instructors should be able to provide clear, realistic and reliable demonstrations of how to apply practical skills – both stationary and moving. They should be able to 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 feedback.

The element assumes that the process of learning practical skills is helped if the learner understands the reasons why a particular skill is necessary.

<b>Performance standards</b>	<b>Knowledge and understanding requirements</b>
<p>You must be able to</p> <ol style="list-style-type: none"><li>1. select suitable locations for delivering demonstrations</li><li>2. provide timely and appropriate explanations and demonstrations of the skills and techniques required to drive or ride a vehicle safely and responsibly, including the use of adaptations where fitted</li><li>3. encourage learners to ask questions and, where necessary, repeat or alter your answer so that they understand</li><li>4. make sure that the learner understands any theory that links to on-road application of the skill or technique being taught</li><li>5. make sure that learners have enough opportunities to practise the skill demonstrated</li><li>6. give feedback to learners that helps them identify, understand and overcome obstacles to competent application of skills</li></ol>	<p>You must know and understand</p> <ol style="list-style-type: none"><li>a) how to deliver an explanation or demonstration so that the learner gains the maximum learning, taking into account different learning styles</li><li>b) how to make sure that the learner understands the purpose and content of any explanation or demonstration</li><li>c) how to assess whether a location is suitable for the demonstration of a skill or technique</li><li>d) that while frequent explanations and demonstrations can be supportive for some learners, for others this may be demotivating</li><li>e) how to overcome the limitations of the in-vehicle environment<sup>2</sup></li><li>f) how to provide explanations and demonstrations in practical driving skills while stationary</li></ol>

<sup>2</sup> Those training motorcycle or moped riders 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 enable machine to machine communication.

<p>7. where possible, encourage and help learners to practise skills in a structured way, outside the formal learning environment</p>	<ul style="list-style-type: none"> <li>g) how to carry out a moving vehicle demonstration while keeping full control of the vehicle</li> <li>h) how to provide a verbal explanation of what you are doing while carrying out a moving vehicle demonstration<sup>3</sup></li> <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.

Note: 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

You must be able to

1. listen to what the learner tells you about the obstacles they experience that prevent them from applying
  - practical driving skills
  - their understanding of theory
2. help the learner to come up with strategies for overcoming obstacles
3. work with the learner to help them reflect on
  - their experience of the learning programme
  - your feedback
  - the feedback of other providers
4. work with the learner to identify obstacles to their ownership of the learning process and work out 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 for formal assessment of driving competence

#### Knowledge and understanding requirements

You must know and understand

- a) how to use a 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 parts 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 use learner-centred techniques while putting your responsibility for safety in the learning environment first



<p>8. accompany the learner to formal assessments when appropriate</p> <p>9. work with the learner to help them</p> <ul style="list-style-type: none"><li>• reflect on their experience of assessment</li><li>• reflect on examiner feedback</li><li>• identify strategies for overcoming problems when they have failed an assessment</li></ul>	
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## 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; creating a suitable learning environment, providing 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 when working with a group of learners presents extra challenges and barriers to learning. This calls for extra competences.

<b>Performance standards</b>	<b>Knowledge and understanding requirements</b>
<p>You must be able to</p> <ol style="list-style-type: none"><li>1. make sure all learners feel comfortable and able to express their views and concerns</li><li>2. encourage all learners to ask questions and, where necessary, modify your delivery to ensure understanding</li><li>3. make sure learners understand the purpose, processes and intended outcomes of each group activity, and how it links to the rest of their learning programme</li><li>4. support all learners to take an active part in learning activities</li><li>5. make sure individual behaviours or group dynamics do not isolate individuals or distract from the desired learning outcomes</li><li>6. make sure you do not collude with inappropriate attitudes to other group members or to road safety</li><li>7. promptly and clearly interrupt behaviour that is<ul style="list-style-type: none"><li>• discriminatory</li><li>• oppressive</li><li>• preventing any individual from benefiting from the learning experience</li></ul></li></ol>	<p>You must know and understand</p> <ol style="list-style-type: none"><li>a) how to make sure learners feel<ul style="list-style-type: none"><li>• at their ease within the group</li><li>• safe</li><li>• able to take an active part in the learning process</li></ul></li><li>b) how to use a range of learning activities that involve all members of the group so that they gain the maximum learning benefit</li><li>c) how to use learner-centred techniques to help individuals<ul style="list-style-type: none"><li>• identify obstacles to engagement with the learning process</li><li>• devise strategies for overcoming obstacles</li></ul></li><li>d) the potential effect of peer group assumptions on the behaviour of learners</li><li>e) the risk of group dynamics being dominated by sub-groups</li><li>f) how to interrupt individual behaviours or group dynamics which have the effect of excluding individuals or sub-groups</li><li>g) the risk of unconsciously colluding with inappropriate behaviours or attitudes</li><li>h) the risk of being diverted from intended learning outcomes by group dynamics</li></ol>

<p>whether by other learners or by colleagues</p> <p>8. monitor the progress of individuals and provide feedback to the learner and other providers</p>	<p>i) how to identify opportunities to increase learning that arise in the group, and how to adapt presentations to support that process</p> <p>j) how to check an individual's understanding and progress within a group</p> <p>k) how to give feedback in a group and on a one-to-one basis</p> <p>l) how to provide feedback on individual learner progress to other training providers</p>
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## Role 6 - Deliver driver/rider training programmes

### Role 6 Unit 4 – Manage risk to instructor, 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 on-road 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 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.
Vehicle	This covers all powered means of travel, such as cars, motorcycles, vans, etc.
Driver/rider	This includes drivers or riders of all vehicles
Learner	This term can indicate novices, partly trained, trained or experienced driver/riders including those who may be adding a licence category.
Classroom	An enclosed learning space in which formal training is regularly delivered.

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

### Element 6.4.1 – Manage the on-road environment to minimise risk

#### About this element

This element addresses those risks that can arise in an on-road training session. It assumes that learners will always be expected to take their 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/ride independently.

#### Performance standards

You must be able to

1. take reasonable steps to make sure the learner is fit to start the session, and take suitable action if they are not fit
2. make sure the learner fully understands how you will share with them the responsibility for
  - their safety
  - your safety
  - the safety of other road users
3. give clear instructions (such as when and where to start, stop or turn), make sure that the learner understands your instructions and, if they do not, modify your instructions accordingly
4. explain when and how you may use verbal or physical interventions to ensure safety
5. continue to scan the environment and assess hazards while observing the learner and providing training inputs
6. take suitable and timely action where you
  - identify a hazard that the learner does not appear to be aware of
  - believe the learner is unable to respond safely to a hazard

#### Knowledge and understanding requirements

You must know and understand

- a) the signs that a learner's fitness to be trained may be impaired by
  - alcohol
  - illegal or controlled substances
  - over-the-counter or prescription medicines
- b) the signs that a learner may be suffering from a physical or psychological condition that makes them unfit to be trained, including conditions that they are
  - unaware of
  - trying to hide
- c) what to do if you believe a learner
  - is temporarily unfit to be trained
  - has a permanent physical or psychological condition that they have not revealed
- d) how far you are responsible for the health and safety of yourself and others in the on-road learning environment

<p>7. use 'client-centred' techniques to make sure the learner is better equipped to deal with such hazards in the future</p> <p>8. take suitable and timely action, including stopping the session, where the learner becomes unfit to continue or behaves in a way that places you, the learner or third parties at unacceptable risk</p> <p>9. comply with any requirement to record details of situations in which specific risks arise</p>	<p>e) how far the learner is responsible for health and safety in the on-road learning environment<sup>4</sup></p> <p>f) how you can take action, safely, and how this depends on the type of training vehicle<sup>5</sup></p> <p>g) where applicable, how to operate dual-controls</p> <p>h) how to give feedback about risk-related issues so that you motivate and help the learner to change their behaviour without increasing fear-based responses</p> <p>i) what to do if a learner becomes unfit to continue the session</p> <p>j) how to promptly interrupt deliberate behaviour that places the instructor, learner or third parties at risk</p> <p>k) the instructor's right to interrupt or stop sessions where an unacceptable risk arises</p> <p>l) how to record incidents in which a risk situation arises</p> <p>m) the impact of your own level of competence and attitudes to risk on your ability to minimise risk</p> <p>n) the importance of demonstrating consistent attitudes to the management of risk to make sure that formal messages being given in the learning programme are not undermined</p>
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<sup>4</sup> It is particularly important to understand how the balance of the responsibility may vary between vehicles. An instructor clearly has far less ability to act in the context of category A/M machines than in vehicles where they can take more direct control.

<sup>5</sup> This understanding is particularly important for category A/M 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 instructor, 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. The ‘Management of Health and Safety at Work Regulations 1999’ say that employers must assess the risks to employees and make arrangements for their health and safety by effective

- planning
- organisation
- control
- monitoring and review

Therefore, it is assumed that any training organisation will have policies and guidance on how to deal with aggressive or violent behaviour. It is important that instructors understand what actions they can take to protect themselves and others, both to make sure that they are safe and that they comply with legal requirements and limits.

#### **Performance standards**

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. 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 that are consistent with best practice and legal requirements

#### **Knowledge and understanding requirements**

You must know and understand

- a) your legal responsibility to 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

<p>4. take appropriate and timely action, in line with your organisation's policy and procedures, including</p> <ul style="list-style-type: none"> <li>• stopping the session</li> <li>• calling for assistance</li> <li>• leaving the learning space</li> </ul> <p>if a learner's behaviour puts you or others at risk</p> <p>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</p>	<p>c) your organisation's policy and procedures for the management of violence in the learning environment including</p> <ul style="list-style-type: none"> <li>• stopping sessions</li> <li>• summoning assistance</li> <li>• leaving the learning space</li> </ul> <p>and how they apply to your role and level of competence</p> <p>d) how to interpret body language, and the importance of acknowledging other people's personal space</p> <p>e) the impact of your own level of competence and attitudes and how they may trigger aggressive or violent responses</p> <p>f) the limits to your ability to protect yourself in potentially violent situations</p> <p>g) when and how you can safely interrupt behaviour which appears likely to result in violence</p> <p>h) how to record incidents in which a risk situation arises</p> <p>i) the importance of demonstrating consistent attitudes and behaviours in the management of violence in the learning environment so that messages being given in the overall learning programme are not undermined</p>
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## Unit 6.4 – Manage risk to instructor, learner and third parties

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

#### About this element

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 the risk of violence in the classroom is covered in 6.4.2.

#### Performance standards

You must be able to

1. implement and follow general health and safety procedures and requirements for the delivery of services to the public
2. implement and follow any specific health and safety procedures and requirements that apply in the buildings you are using
3. make sure that learners understand the operation of health and safety and emergency procedures that apply in any enclosed premises you are using
4. in the event of an emergency, carry out your responsibilities as set out in your organisation's policy and procedures
5. report details of any actual or potential health and safety risks that arise, in line with your organisation's policy and procedures

#### Knowledge and understanding requirements

You must know and understand

- a) the extent and limits of your responsibility for learners as set out in the relevant Health and Safety at Work legislation
- b) the application of health and safety regulations in any enclosed premises
- c) the content of your organisation's health and safety policy and procedures and how they apply to your role and responsibilities
- d) the operation of fire alarm and emergency evacuation procedures
- e) the importance of remaining alert to health and safety issues at all times
- f) the importance of demonstrating consistent attitudes and behaviours in the management of health and safety risks so that messages being given in the overall learning programme are not undermined

## 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 instructor will be expected to comply. However, beyond this requirement, any competent instructor 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.
Vehicle	This covers all powered means of travel, such as cars, motorcycles, vans, etc.
Driver/rider	This includes drivers or riders of all vehicles.
Learner	This term can indicate novices, partly trained, trained or experienced driver/riders including those who may be adding a licence category.

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

Element 6.5.1- Evaluate and develop your knowledge, understanding and skills in the driver/rider training industry

<b>Performance standards</b>	<b>Knowledge and understanding requirements</b>
<p>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. evaluate your working practices against relevant organisational and legal requirements</li> <li>3. keep up to date with training industry issues and recognise when changes in the industry mean that you need to update your knowledge, skills and understanding</li> <li>4. actively make use of all sources of feedback, such as               <ul style="list-style-type: none"> <li>• performance records of previous learners</li> <li>• feedback from line managers</li> <li>• feedback from colleagues or other professionals</li> </ul> <p>to identify gaps in your knowledge, skills or understanding</p> </li> <li>5. set out objectives for the ongoing development of your knowledge, skills and understanding</li> <li>6. identify training or development opportunities that will help you update or close any gaps in your knowledge, skills and understanding</li> <li>7. keep a reflective log so that you can evaluate the outcome of your professional development activities</li> <li>8. comply with any organisational requirements to plan and record your</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 DSA National Driving/Riding Standards™</li> <li>c) the requirements of the DSA Driver/Rider Training Standard™</li> <li>d) the DSA's standards check requirements, and how they will be assessed</li> <li>e) any regulatory requirements for 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 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</li> <li>j) how to recognise where gaps in your skills, knowledge or understanding are affecting your performance</li> <li>k) the opportunities for formal and informal professional development available through your employers or other providers</li> <li>l) how to record and evaluate your professional practice in a reflective log</li> <li>m) how to build an achievable development plan and set yourself realistic objectives and priorities</li> </ol>

training and development activities and to evaluate the benefits of any training you undertake

n) how to monitor your performance against your development plans

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

### **Unit 6.6 – Develop and use a programme of role play for trainee instructors**

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

This unit is about developing and implementing a programme of role play for those training to be driving or riding instructors. The role play will help trainee instructors to learn how to deal with situations that they may come across with their learners.

You will know when role play is appropriate to use as a training method, and be aware of the strengths and limitations of its use. You will be able to brief the trainee instructor and undertake a variety of roles yourself as a trainer. You will be able to make sure the role play develops the trainee instructor's confidence by using accurate and supportive feedback. You will know when to close the role play and be able to help the trainee instructor to understand the learning achieved.

You will appreciate the importance of, and need to comply with, relevant health and safety practices and road traffic legislation in all role play activity.

This unit contains two elements

Element 6.6.1 – Develop a programme of role play

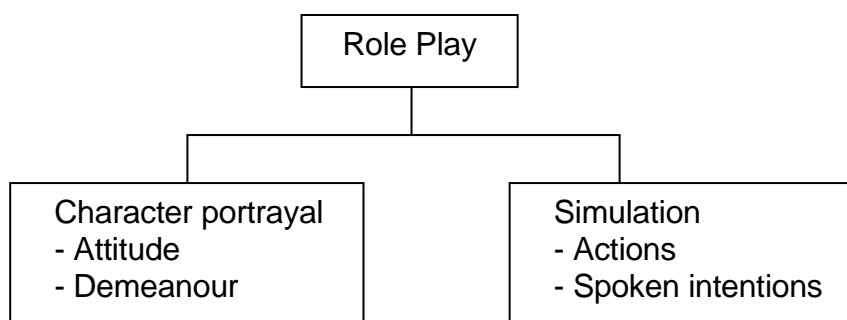
Element 6.6.2 – Implement a programme of role play

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

This unit is for people who train driving instructors and/or riding instructors.

# 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.
Vehicle	This covers all powered means of travel, such as cars, motorcycles, vans, etc.
Driver/rider	This includes drivers or riders of all vehicles.
Trainee instructor	Those training to be instructors of drivers or riders of all vehicles.
Learner	This term can indicate novices, partly trained, trained or experienced drivers or riders including those who may be adding a licence category.
Fault	This includes any area of a learner's driving or riding that needs development.
Simulation	Committing (or appearing to commit) driving or riding faults. Displaying development needs.
Role play	This consists of both portraying a character and simulating faults/development needs. The character portrayal supports the simulation.



## Unit 6.6 – Develop and use a programme of role play for trainee instructors

### Element 6.6.1 – Develop a programme of role play

#### About this element

This element is about developing a realistic programme of role play to be used with trainee instructors.

#### Performance standards

You must be able to

1. identify when role play could be an effective training activity
2. design role play activities that are realistic, reliable and credible
3. make sure that the role play is relevant to the needs of trainee instructors
4. define learning outcomes for each role play situation
5. plan routes that are suitable for each role play situation
6. plan simulation that makes sure that you, the trainee instructor and other road users are not put at risk

#### Knowledge and understanding requirements

You must know and understand

- a) the strengths and limitations of role play
- b) how to develop role play situations that meet the needs of the trainee instructor
- c) when the use of role play is helpful, and when to use other methods
- d) the types of faults and style of driving or riding common to various types of learners
- e) for which situations role play is not a safe training method

## Unit 6.6 – Develop and use a programme of role play for trainee instructors

### Element 6.6.2 – Use a programme of role play

#### About this element

This element is about using the programme of role play with trainee instructors, and managing the role play effectively and safely.

#### Performance standards

You must be able to

1. make sure that the instructor is briefed on the learning outcome(s) of the role play
2. brief the trainee instructor on how you will manage the role play, for example how you will communicate with them during the role play and how you will give feedback
3. make sure the trainee instructor knows when you are in or out of role
4. make sure that your behaviour is consistent with the brief you have given to the trainee instructor
5. stay in role while the role play is meeting the learning outcome(s) and close the role play when it is not meeting the learning outcome(s)
6. maintain the focus of the role play on the learning outcome(s)
7. scan the driving space and plan your driving or riding so that you have all-round awareness at all times
8. make sure that safe practices are followed while in role, such as
  - verbal simulation of high risk faults where possible
  - threatening unsafe manoeuvres without actually making the manoeuvre
  - portrayal of high risk attitudes that act as a barrier to safe and responsible driving or riding, where appropriate

#### Knowledge and understanding requirements

You must know and understand

- a) how to give the trainee instructor a brief on the purpose of and arrangements for the role play
- b) the importance of supporting the brief by
  - communicating in a way that does not alter the trainee instructor's perception of you as a learner
  - driving or riding in a way that does not alter the trainee instructor's perception of you as a learner
  - reacting realistically to the trainee instructor's responses
- c) how to make it clear when role play begins and ends, and recognise when, to end the role play
- d) techniques for scanning the driving space and planning your driving or riding whilst also observing the trainee instructor
- e) the safe practices and legislation relevant to the role play, and
  - that no faults can be committed that contravene the rules of the road or affect other road users
  - that no faults that involve vulnerable road users should be committed
  - how to simulate risky attitudes
  - what types of faults you can simulate verbally



<ul style="list-style-type: none"> <li>9. manage the balance of risk and simulation so that neither you nor the trainee instructor is overloaded</li> <li>10. adapt the level of fault simulation to match the trainee instructor's ability</li> <li>11. use situations that develop on road to your advantage, while maintaining safety</li> <li>12. show realistic improvement when the trainee instructor identifies and targets a development need</li> <li>13. remember details of the drive or ride while in role, so that you can give feedback when out of role</li> <li>14. give accurate and supportive feedback to help the trainee instructor to develop good instructional technique and safe practices</li> </ul>	<ul style="list-style-type: none"> <li>f) how to deliver accurate and supportive feedback to the trainee instructor</li> </ul>
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