

RoSPA Advanced Drivers and Riders

A decorative graphic consisting of two overlapping circles, one orange and one yellow, positioned at the end of a horizontal line.

Group Tutors Training Guide: Motorcycle

Version: 1
Date: March, 2017



Contents

| | |
|---|---------|
| Introduction | Page 3 |
| Managing Group Tutors | Page 5 |
| Group Tutoring Process | Page 7 |
| Training an Associate and Others | Page 13 |
| Group Tutor Tests of Ability | Page 16 |
| Conclusion | Page 18 |



Introduction

RoSPA Advanced Drivers and Riders aims are to help save lives and prevent injuries by improving the Riding and motorcycling standards of the general public. It does this by providing advanced driving and advanced motorcycling tests and a system of regular re-tests to help people maintain and improve their standard.

Local RoSPA Advanced Drivers and Riders groups promote advanced driving and riding, and provide tutoring to help local people to prepare for, and take, RoSPA's advanced test. In order to do this, Groups should have as many Group Tutors as necessary to meet demand. This Group Tutors Guide sets out requirements for Group Tutors, and the process for Groups to prepare and manage their Group Tutors.

Who is this guidance intended for?

- RoSPA Advanced Drivers and Riders Group committees operating under the RoSPA Advanced Drivers and Riders Accreditation scheme.
- Group members who hold a Silver or Gold grade
- RoSPA Group Tutors, RoSPA Advanced Tutors, Diploma Holders and Examiners who are part of a RoSPA Group.

What qualifications are required to become a Group Tutor?

A Group Tutor Must:

- Be a current member of RoSPA Advanced Riders and Drivers
- Hold a full valid driving licence for the type of vehicle used in tutoring
- Be medically fit to drive
- Hold a current silver or gold Advanced Riding Test grade (Groups may specify gold grade only)
- Be a member of a group

Potential Group Tutors will require the ability to:

- Recognise Riding skill levels
- Recognise Riding faults and apply remedial training
- Plan a training session
- Record a student's learning progress and provide appropriate feedback.

The foundation for tutoring is the current Roadcraft and The Highway Code, alongside DVSA guides and other teaching processes that may from time to time be developed. Group Tutors must have good knowledge of Roadcraft and the Highway Code, with good listening and communication skills and be able to respond accurately to trainees' questions. They also need good organisational skills; including computer skills.

Riding as a Tutor means keeping the skill level of the trainee in mind, or risk leaving them behind. In on road training sessions, for instance, the Tutor will need to graduate the amount of information the trainee can absorb, particularly in the early stages of learning. This is essential understanding for an effective Tutor.

The Group Committee must ensure that there are suitable tutoring, updating and feedback sessions for Group Tutors, and should also ensure that the tutoring provided to members/associate members is not adversely affected by inexperienced Group Tutors working unaccompanied, or taking on too many trainees.



Group Tutor Application Process

An individual must have the support of the group to apply to become a Group Tutor and hold a current silver or gold grade (Groups can if they wish insist on a gold grade as the minimum standard).

The Group Committee should check the candidate's details to ensure they have the correct licence and insurance.

The Committee then allocates an existing RoSPA Advanced Tutor, Diploma Holder or RoSPA Examiner to assess the trainee Group Tutor and provide any necessary tutoring, guidance and supervision. Once they are satisfied that the trainee Group Tutor has met the standard, they approve them as a Group Tutor. Some Groups require the trainee to take a test (see page 15) that they provide at this stage, but RoSPA does not require this or provide the test.

Once a new Group Tutor has been approved, the Advanced Tutor, Diploma Holder or Examiner must email RoSPA HQ confirming they have appointed the individual as a Group Tutor, and provide the membership number and full name of the Group Tutor.

Group Tutors are able to act as a Group Tutor for more than one group provided that they apply to, and obtain the full agreement in writing of each group concerned beforehand. Each group that appoints a person as a Group Tutor for their group must notify RoSPA in writing.

Once a person has passed as a RoSPA Group Tutor by their Group they may retain that qualification as long as they pass their advanced Riding retest every three years and as long as the Group wishes to retain their services in that role. If a Group no longer wishes to retain a Group Tutor's service, they will remain on the RoSPA Tutor register but can only use the qualification for Groups that agree to use their services.

Managing Group Tutors

Groups may use this guide to manage their Group Tutors or create their own guide, provided it includes:

- A clear definition of the role of Group Tutor within their group and how they operate.
- A clear Code of Conduct
- Group Tutor Session planning
- Group Tutor records
- Suitable regular update and feedback for Group Tutors
- A commitment to provide suitable support for Group Tutors
- A commitment to ensure that there are sufficient Group Tutors to meet the needs of associate members and full members preparing to take their interim or 3 yearly retests.

The Group should provide regular tests of knowledge and ability, either by written test and/or tasking sessions, to maintain and refresh their Group Tutors' knowledge and skills. Tasking is where one or more trainee Group Tutors are given a topic, say braking, and must come up with a teaching plan that details the key elements and assesses that learning has taken place, within a set time, say 10 minutes. Testing can also be scenario based, where a suitably qualified Advanced Tutor or Diploma holder takes on the role of a trainee who has particular tutoring needs for the Group Tutor to identify and address.



Group Tutors Training Manual: Motorcycle

The Group Tutor is not a commercial qualification and cannot be used by the holder to advertise their own training business. Any misuse of the qualification certificate and/or RoSPA/RoSPA Advanced Driver and Rider logos may result in RoSPA Group Tutor Certificate being withdrawn and the individual being removed from RoSPA's Tutor register.

Tutors are **not** covered by RoSPA insurance to ride candidates' vehicles.

Group Tutors will use their own vehicle when travelling to and from tutoring. It must be road legal and properly maintained, and they must hold at least third party motorcycle insurance, although a comprehensive policy is advised. The Group Tutor will need to show that s/he is covered by road insurance for commuting purposes if Riding to and from a tutoring venue.

Tutors will be responsible for the recovery and repair of their vehicle in the event of failure or damage.

RoSPA recommends that where property belonging to another party is used for any tutoring activity, including the initial meet and greet, the Group and the Group Tutors have the full written permission from the property owner(s) to carry out that activity.

Consideration needs to be given to how tutoring could affect that property and/or its other users and the effect that may have on any other use to which the property is put.

Code of Conduct

Groups must have a code of conduct in place which clearly states that Group Tutors must:

- Satisfy themselves that the person they are tutoring has adequate motorcycle insurance cover, a valid driving licence and their vehicle is road legal.
- Behave professionally at all times and treat others with respect and consideration.
- Avoid categorising anyone according to race, religion, sex, vehicle type, clothing style.
- Avoid being sarcastic, opinionated or aggressive
- Avoid inappropriate language and comments that could be misconstrued or create offence
- Avoid physical contact except in an emergency or in the normal course of greeting (for example, shaking hands).
- Understand Data Protection law and not breach the principles.
- Not knowingly break any laws.
- Be fair and honest.
- Set the scene with the person they are tutoring (e.g., agree when and where the tutoring will take place)
- Be on time.
- Not criticise any other trainer, examiner or road safety organisation
- Set the standard – trainees will copy their tutor.
- Not charge for providing tutoring

Groups and all Tutors not only have a duty to look after themselves but also to care for students receiving their instructions. A Group Tutor should be able to identify potentially dangerous situations and take action to protect the less experienced student. Group Tutors should be able to identify the level of competence of each student and adapt their tutoring accordingly.



Dispute and Resolution

Groups must have in place an effective complaints policy where any Group Member or other affected party can complain in writing directly to the Group Committee and have their complaint considered fairly and objectively and within a reasonable timescale. If it is found that a Group Tutor has acted in contravention of the Group's policies, the Committee must take action to:

- Provide a full and frank explanation to the complainant within a reasonable timescale.
- Identify any lessons to be learned and amend / change policies if appropriate.
- Consider what action to take against the Group Tutor where a complaint is upheld.

Where, in the opinion of RoSPA, a Group has not taken appropriate action in response to a compliant, RoSPA retains the right to remove the RoSPA membership or qualification of any Group Tutor who breaches a Group code of conduct and/or tutoring requirements and/or acts inappropriately. In such situations, RoSPA will provide the Group and the Group Tutor with a full and frank explanation of its concerns and time to implement appropriate remedial measures before taking action, such as removing the membership or qualification of any Tutor.

Group Tutoring Standards

Groups are responsible for setting standards for Group Tutors. The overall aim of the tutoring process is to provide Groups Tutors guidance to develop and practice and enhance the core skills necessary to demonstrate and tutor others to pass the RoSPA Advanced Test.

RoSPA also recommends that Groups provide training courses and a form of practical and theory testing on a yearly basis for their Group Tutors.

Aim

The overall aim of a Group Tutor is to help associate members and full members to develop, practice and enhance the core skills necessary to take the RoSPA Advanced Drivers and Riders Test.

Key Objectives

The Key Objectives of Group Tutors are to:

- Assess the technical Riding skills of their trainees against RoSPA Car Test requirements.
- Help their trainees prepare for and pass RoSPA's Advanced test.
- Understand health and safety and risk assessment methods.
- Understand aids and barriers to learning.
- Understand how personal factors affect performance and learning.
- Explain performance assessment and methods of recording performance.
- Give remedial help and advice and monitor the effectiveness of that advice.
- Understand the advice contained in Roadcraft and The Highway Code and how best to communicate that guidance to trainees of varying skill levels.
- Assess and record the learning progress of trainees.



Effective Advanced Tutoring

The source material and the fundamental basis for all RoSPA Advanced Riding tutoring are the current editions of Roadcraft and the Highway Code, alongside relevant DVSA guides and other teaching processes. Therefore, Group Tutors need a full and complete knowledge of the content and application of:

- The principles of the System of Motorcycle Control as detailed in the current version of Roadcraft
- The Highway Code
- RoSPA's Advanced Riding Test
- The Driver and Vehicle Standards Agency's "Riding – The Essential Skills"
- The Department for Transport publication, "Know your traffic signs"
- The operational procedures of RoSPA Advanced Drivers and Riders, and of their local group, including any 'Code of conduct' provided by the Group committee

Other DVSA guides are very relevant, even though they are aimed at new riders, including:

- [National Driver/Rider Training Standard](#)

Fault recognition

The Group Tutor should be able to see all faults shown by the trainee. Being poorly positioned means the Group Tutor may miss areas of brake and clutch use and possibly be unable to see if the mirrors are used in a systematic way.

Fault analysis

This is the ability of the Group Tutor to make an assessment of the faults demonstrated and to prioritise them according to how much they reduce safety. It may be that a number of faults have a common denominator, which one solution will resolve. For instance, following too close to the vehicle in front will possibly cause the rider to over use the brakes, react to hazards late and miss some potential dangers entirely. Tuition in leaving a bigger gap may well resolve all of those faults.

Intervention and remedial action

The Group Tutor should be in a position to intervene early in a session to respond to any unsafe or illegal actions on the part of the student. The remedial action should also deal with the faults demonstrated. It can be a fine line between overloading the student with too much tuition and meeting their learning needs, particularly in the early stages of learning and interpreting The System.

The System is used as a continual health and safety check to help riders defend themselves against the mistakes of other road users. A good Group Tutor will keep checking how the trainee reacts and provide appropriate remedial guidance.



Judging the Level of tuition

The Group Tutor should be able to gain sufficient information from open questions to the student to determine the level at which to pitch their tuition. Learning about using open questions to gain information more effectively is a key skill for a Tutor. For example; “Do you do many miles a year?” is closed question that could be answered yes, no or “2,000”. None of those answers give the full picture. Making it more of an open question, for example, “Tell me about your yearly Riding experience” may well reveal more detail about total mileage, types of roads and journeys, whether passengers are carried and so on.

A trainee could be asked. “What do you think your Riding problems consist of?” They will most likely tell their Tutor about their fears or concerns, which will help the Group Tutor to pitch their tutoring accordingly, and leaves the trainee feeling part of the learning process.

Approach and Manner

All tutoring sessions are a partnership. The Group Tutor who is condescending and overbearing, has little knowledge of the subject or a lack of concern for the student, will find their role difficult to sustain. A good Tutor aims to get on the same wavelength as their student.

Communication

Effective communication skills are essential. The Group Tutor may well have to apply their teaching methods to a variety of types of trainees. Knowing how we learn is an integral part of being able to teach and how a Tutor adapts to their communication style will reflect on their success in the role. Is the Tutor getting the message across to each student?

Once Group Tutors have become aware of the different learning styles, trainees’ characters and their implications, they will be able to structure tutoring sessions accordingly. This is a very important when working on a one-to-one basis. It will help to identify the specific needs of the trainee and the best method of tutoring to use. For this reason, it is important to use a range of tutoring activities to meet the needs of a range of learning styles.

Tutoring sessions should incorporate a range of tasks which allows for the theory input, practical experience, application of theory and the generation of ideas. Communication is also important when delivering a tutoring session as a presentation. In reality, Tutors deliver a presentation at the roadside every time they provide training feedback.

A good presentation should transfer knowledge and improve education and understanding and be:

Relevant – Group Tutors must tailor their presentation to the specific needs of their audience, and of their brief. Giving relevant information answers questions before they can be asked.

Clear - The presentation should have a clear and logical structure, which is easy to follow. Each point should be made in clear and simple language that is easy to understand. If PowerPoint presentations are used, avoid ‘death by PowerPoint’ and do not clutter the screen with text. Use key words rather than narrative.

Memorable – Leave the audience with a strong message that they will remember. It may be a sentence, a saying, an example or a demonstration.



Learning and understanding is affected by **FIDO**:

- Frequency of what is said.
- Intensity with which it is said.
- Duration - keep the message short, simple and direct.
- Over again - summary of the main points.

Learning Styles

Group Tutors need to understand and adapt to the learning style of the person they are tutoring.

Activists

Activists like to encounter challenges and opportunities from which they can gain a learning experience. They like to be heavily involved in the learning experience and happy to take an active role in the training session.

Reflectors

Reflectors prefer to sit quietly and to observe, think and pull together any information given before putting it into practice. They like to review the learning experience and what they have gained from it and prefer to reach a decision in their own time rather than be pressurised.

Theorists

Theorists are very methodical people who break down a problem into a logical sequence of events and ask many questions. They are very analytical people who prefer to work with models and systems, and to be stretched intellectually rather than take part in the role-plays or abstract thinking.

Pragmatists

Pragmatists prefer to be hands-on with practical solutions and are uncomfortable with too much theory. They like to experiment and try out new ideas, act quickly and confidently and enjoy finding answers to problems.

In the broader sense, we can effectively break down the way people learn into four distinct sections: **Trial and error - Being told - Imitation - Thinking.**

Trial and error

- Tutoring sessions should be constructed so that trainees have a possibility of making a successful attempt at the task, allowing for positive encouragement.
- Any learning task that would have a high probability of failure should be avoided as unsuccessful attempts will lead to demotivation and lower confidence in the trainees, which would hinder any further use of the 'Trial and Error' learning session.
- Trainees must be confident that if they complete a task incorrectly, nothing other than constructive criticism and advice will be given.

Being told

- In a learning session, which involves being told, it is important to consider the amount of information that the trainees have to remember.
- When explaining complex information it is beneficial to use visual aids as well as verbal communication.
- Group Tutors should ensure that the information is also available in the form of handouts for trainees to take away and consult as necessary.
- These sessions should be of short duration to allow trainees time to absorb the information effectively.



Imitation

- The session being observed should reflect accurate and complete demonstration of competent performance.
- A best practice model should be developed from which the trainees can learn.
- A skilled and competent Group Tutor should demonstrate the event.
- It is important that Group Tutors train the group as a whole and not individuals within the group.

Thinking

- Tutors need to take into account of the maturity and experience of any trainee when deciding upon how complex and demanding the learning experience will be.
- The Tutor will need to, in this instance, act more in the role of an advisor or counsellor and encourage the session to be trainee centred and avoid offering solutions to the problem.
- If using complex situations, the Group Tutor will need to ensure that there is sufficient time to find solutions to the situation found.

Overcoming Barriers to Tutoring

At some stage, Group Tutors will have trainees who may be difficult to work with, so they will need to be able to cope with these types of trainees and turn their negativity into a positive learning mode. It is important to maintain the trainee's attention. Group Tutors have the opportunity to set the scene, the mood and the standard for the session. A professional, flexible and positive approach will help to create a learning mind set.

The following illustrates how Group Tutors might be able to deal with some of the potential barriers to learning:

- **I don't want to be made to look inadequate**

Out of all the barriers, this one has to be dealt with in the most tactful of ways. Tutors may have individuals attending sessions who are new to the task or find training sessions intimidating. They are quiet and only answer a question when pressed. Obviously, they need support and encouragement to participate in the session.

- **I will never get the hang of this**

The best way to overcome this barrier is by support and the use of short sessions with not too much information being put across in one go; long complex sessions tend to lead to frustration and confusion. Short sessions and continually confirming the candidate's understanding of the subject matter is an effective way of breaking down this barrier. These sessions should use a lot of reinforcement through repetition and practical exercises to ensure that the candidate is learning from the session.

- **I've been misunderstood**

Complaints often result from tutors making statements such as "We want to make progress", "If you are overtaking a vehicle doing 55mph, it's OK to 'pinch a bit' in order to get past". These sorts of phrases are very unhelpful and often lead to misunderstanding. Remember a Group Tutor has a duty of care towards the trainee, so 'say what you mean and mean what you say'.



Group Tutors Training Manual: Motorcycle

This list is not exhaustive, but they are some of the most common barriers that arise when tutoring. If Tutors can recognise and deal with them effectively they will find that their trainees become active and receptive throughout the sessions. All tutoring is a two-way effort. The most effective way to increase the chance of learning is to ask the trainee why they feel the need to brake, or what was their plan for entering the bend, reinforcing The System to provide time (to react) and space (to manoeuvre). In that way, they are not felt to be inferior or lacking somehow but will engage with the Tutor. The skill is then to persuade the trainee to have confidence in their cornering skills and not brake unnecessarily.

Another area for misunderstanding is when a Tutor has advised their trainee that they will get a particular grade on their test. Tutors should resist all efforts to say things like that. A test is “on the hour – on the day” and test candidates can act very differently under test conditions. Don’t leave yourself open to criticism and remain professional at all times.

All training is a two-way effort. A Tutor cannot teach someone who does not want to be taught. It is very often said that the very riders who would best benefit from further training are the least likely to apply. So, making learning a partnership is an essential skill for a Tutor. By way of example, a Tutor notes his trainee frequently brakes at the start of a bend, when there is no requirement to slow or use the brake light as a signal. The most effective way to increase the chance of learning is to ask the trainee why they feel the need to brake, or what was their plan for entering the bend, reinforcing The System need to provide **time** (to react) and **space** (to manoeuvre). In that way, they are not felt to be inferior, or lacking somehow but will engage with the Tutor. The skill is then to persuade the trainee to have confidence in their cornering skills and not brake unnecessarily.

Tutoring an Associate

Everything a Tutor does in a tutoring session is for the benefit of the trainee, not the Tutor. They will need to have a full and deep understanding of what Roadcraft says in text but also how that is interpreted. Straying from that guidance into “what you would prefer” or “I always do” leads to criticism that training is not consistent and in fact is unproven information. Group Tutors must always keep to Roadcraft, The Highway Code and RoSPA guidance.

Developing learning skills and being able to teach is a continuous process. It involves the Tutor reviewing and adapting their own skills to keep pace with teaching research, and the ever changing and increasingly complex traffic environment. This will ensure that the Tutor get the best out of themselves, their vehicle and their trainees.

Remember, even the best rider never stops learning, and this also applies to instructional techniques and the good Tutor.

Advanced Riding is not simply developing speed of reaction. It involves the ability to identify hazards, anticipate and assess the potential risk to the Tutor and their Trainees and to better equip them, and the Tutor, to respond to them effectively. Similarly, teaching is not just a matter of telling people what to do or demonstrating the end result. It is managing the whole complex interactive process.

Basically, rider development tutoring is a risk assessment process that allows the Tutor to develop an ability to identify and manage their trainees’ exposure to unnecessary risk. Those skills, like many others, can be further developed and honed by continuing to learn from experience.



Human Aspects of Performance

All riders will know that on some days they feel and perform better than on others. On some days, they tend to have more near misses than on other days. This applies equally to people being tutored. But why is that?

Performance and relationships with others are affected by physical condition, state of mind and attitude. Similarly, a trainee's attitude will affect their willingness to accept what their Tutor is saying. Tutors may need to adopt a different tuition style tailored to the personality of individual students to help them gain the most from the advice given to them. They will need also to recognise the various limits of their students and ensure that their safety is not compromised.

The Goals for Driver Education (GDE), a European framework, is detailed in the current version of Roadcraft in two places. This is essential knowledge and understanding so that areas of human behaviour can be adequately understood and explained.

Concentration

Tutors need to be aware that their trainee may lose concentration sooner than them because they have the added task of learning new skills and techniques, as well as dealing with road and traffic situations.

For Tutors to be able to concentrate fully on their own and their Trainees performance they need to exclude everything that is not relevant to the task. If this sounds difficult, it is. In fact, most people can only concentrate fully for about 20 minutes at a time and even then, we miss a great deal because we can only see so much.

So, we do not see everything and the things we do see may not register; we look but we do not see. Our brains, supported by past experiences, will deal with the majority of problems and it is only where the situation overwhelms us that problems occur. This overload situation is more likely when trainees are learning something new or when the Tutor is looking at the needs of the Trainee as well as their own.

When tutoring, Tutors will need to focus their attention on the learning and safety needs of their trainees and to intervene when necessary. This added responsibility means that Tutors must take care to be aware of the possible onset of mental fatigue particularly when starting to tutor others. The Tutor will need to structure sessions so that concentration remains high.

What does intervening mean? An example may be where a Tutor sees the trainee taking a position on approach to a bend that is not the best for safety, stability or view. Seeing that fault develop more than once should nudge the Tutor to applying remedial advice and tutoring fairly soon. This is because the approach through the bend may be compromising safety, or raising the risk.

Bends are where most road users have accidents, in single vehicle crashes. Bends, along with junctions, are high risk areas for a rider and where the risk is raised, steps must be taken fairly quickly. Failing to do this will lead a trainee to 'learning' that an unsafe action is alright, because nothing went wrong. That is not good teaching.



Defensive Thinking and Systematic Motoring/Motorcycling

Defensive Riding is the art of avoiding preventable crashes. Defensive motorists should be able to anticipate and control situations to reduce their crash risk. It is a deliberate, skilful and responsible technique admired by others, and is the standard a Tutor should aim to demonstrate to Trainees. It involves aspects such as the Tutor's attitude, observing and analysing the obvious and not so obvious road and traffic conditions, developing a plan to deal with the situations and safely implementing that plan.

The System is a proven method of defensive Riding that is safe and efficient. It ensures that we approach the various traffic and road conditions in a logical, safe, consistent and efficient manner. It is a continuous, flexible and dynamic process that should enable you to remain in calm control and your riding will be efficient, unobtrusive and safe - the characteristics of a skilled rider and the ideal outcome of an advanced course.

Being aware of, and applying, The System gives Tutors and their Trainees the essential benefits of defensive motoring - space and the time to react to the actions of others. This is reliant on a planned and systematic approach to the many hazards encountered in an increasingly complex and unpredictable traffic environment. A Tutor must have an intimate knowledge of the concepts outlined in Roadcraft, and be able to demonstrate the technical skills indicated. Tutors must also be able to discuss points raised by their trainee and often this will be on the road during a debrief. Having the knowledge is admirable; being able to respond with interpreting how The System is useful is an essential skill.

Controlling a Practical Riding Tutoring Session

Each training session should have ground-rules so that the everyone knows the teaching boundaries and the student knows what is expected of them. The Tutor has a duty of care to make their student aware of the Health and Safety issues connected to Riding.

The essential element is that at no time during training can a Tutor agree to, or condone, breaking any traffic regulation. There is a misconception amongst certain riders that it is OK to break a speed limit simply to complete an overtake, for example. This is not so and any rider who has doubts about their ability to make the necessary judgements of time, distance and speed is not an efficient rider. A Tutor who condones such thinking is not representing themselves, RoSPA or their Group well and can leave themselves open to legal consequences.

Control is best gained during the ride or session briefing, which is where the Tutor explains how they will manage the session. The Tutor can ask the trainee to assist by following some simple rules. Tutors must check their trainees for correct documents; that they are healthy and fit to ride; and that their vehicle is safe and legal; Trainees need advice about the test / training guidelines, Roadcraft and The Highway Code for their confidence.

Ride rules are important as this where you lay down the law, literally. We do not break any traffic regulations or make any other road user change speed or direction. That needs to be very clear. NO speeding. If a trainee cannot judge speed, distance and time then they need more tutoring until they can. All tutoring is based on Roadcraft and The Highway Code and neither advocate breaking traffic laws.

The route is a worry for most trainees. They don't want to get lost but they will be nervous, everyone is. Tell them how you will give route directions. Keep it simple and safe.



Group Tutors Training Manual: Motorcycle

Understand the difference between defensive and advanced Riding. Very simply, we could say that defensive Riding is a passive way of Riding. See a problem and slow or change road position to defend from it, or from the mistakes of others. An advanced rider may well look to create a better position for safety much earlier, or command a position to prevent another road user taking some safety space away.

Cornering is where many road users come to grief in single vehicle accidents. Judging angles, speed and distance is a difficult thing to get consistently well. Tutors must be on the ball to get this area of their tutoring right quickly so as to reduce risk. Being able to discuss the merits of the Limit Point is an important tool for a Tutor. It does ask a lot of a trainee, particularly in the early stages of learning because The System asks for forward observations up to the horizon. Now they are being asked to look at the ground at the start of the corner, as well as at hedge lines, oncoming traffic and other guides as to where the road has gone and at what angle. The adage SLOW IN – SAFE OUT remains a good one.

Vehicle and Maintenance Knowledge

All Group Tutors must be aware of the requirement to carry out a vehicle check before using the vehicle. As a Group Tutor, this knowledge has to be supplemented with the extra dimension of tutoring a candidate how to do their own vehicle safety checks.

Knowing a subject for your own purposes is one thing, but knowing how to interpret that knowledge into a lesson plan for a trainee is an essential skill for the Tutor to develop. For example, as well as, “Where does the oil go?” there will be differences in the type of wheel size, tyre pressure, engine type that need to be known in a general way.

Modern vehicle technology is developing constantly and rapidly and it is a challenge to keep up to date with it. The road safety section of RoSPA’s website will help.

Feedback and encouragement

A Group Tutor, who is knowledgeable in recognising faults and applying remedial measures, will ensure that quality feedback is provided to candidates. Feedback is essential to assist candidates in furthering their ability to pass at a level that is available to them. Often Group Tutors may be tempted to provide the student with a ‘shopping list’ of faults that can lower the student’s confidence. The ability of the Group Tutor to demonstrate they have the student’s current and future learning at heart is essential to gaining the student’s confidence. This in itself will enable the development process to continue.

Constructive criticism is not the only tutoring method; praise can also increase confidence. Most riders cannot remember half an hour previously because of the concentration they are putting into their learning. So, if the Tutor tries to talk about a fault that occurred at the start of the session, the student may well not remember. Group Tutors must learn to look at faults, grade them into importance or risk priority, and then decide how to tackle the trainee’s learning with a structure for development.

Feedback should be constructive and positive allowing Trainees to know how they are doing and what is expected of them. Learning and development is, for all practical purposes, the same thing. Help people to learn and they will develop. Giving feedback and encouragement is absolutely essential for learning and development.



Tutor Tests of Ability

Some Groups require their trainee Group Tutors to pass one or more test before they appoint them as a Group Tutor. RoSPA does not require this, nor provide the tests. The Groups set their own pass rates. Some examples of testing used by Groups are below.

1. Written Examination

Some Groups have a yearly update of their Group Tutor Knowledge based on Roadcraft and The Highway Code publications, and also how individual Group Tutors might explain some of the techniques to their trainees. Groups may provide a bank of suitable questions and answers and set their own pass rate for this. Topics (and reputable sources of information) include:

- Advanced and defensive techniques. (Motorcycle Roadcraft. The Highway Code. DVSA essential riding skills).
- Motoring Law and Road Procedures. (Highway Code, Roadcraft).
- Health and Safety and basic first aid. (St Johns and British Red Cross publications).
- Personalities, Communication and Presentation Skills. (Instructional Techniques & Practice for Driving Instructors (L Walkin).

2. Advanced and Defensive Motoring

Trainee Group Tutors must already hold a silver or gold grade from their last RoSPA Advanced Motorcycle test. But some Groups require an additional practical Riding test set against the RoSPA Advanced Test Guidelines. The pass level is set by the Group. The skills shown over a variety of roads and traffic environments should be to a high standard. If a Tutor is going to demonstrate Riding skills at advanced level, their own Riding skills should be higher than their trainee. The Riding test time frame can be decided by the group although RoSPA would not recommend over 60 minutes, including the briefing and debrief.

3. Instructional Ability Assessment

This examination is based on the Tutor managing a practical scenario based training session with the 'trainee' Scenarios can be along the lines of:

- A rider who has ridden for 3 years after passing a learner test. Has recently purchased a more powerful motorcycle and requires assistance with (any one of) cornering, braking, balance.
- A rider returning to Riding after a lengthy break. They are finding modern motorcycles and technology worryingly powerful and complicated.
- A rider achieved a grade that they wished to improve on with an interim test or in the same situation with a 3-yearly test.

An Advanced Tutor role-plays a 'trainee' and insert faults into the scenario. The Group Tutor should be able to meet the trainee and describe what is going to happen; provide routes and recognise any health and safety issues. The Group Tutor should also carry out a vehicle and rider check and be able to discuss safety, risk and traffic law with the trainee. Group Tutor must include the trainee when compiling a training needs structure.

The Tutor should demonstrate coaching and demonstration skills based on the faults detected. The Tutor should grade faults in order of risk shown and intervene at an appropriate time.



Group Tutors Training Manual: Motorcycle

Rectifying riding faults should also be risk based and the Tutor must show they have a structure for the immediate training and future training sessions.

The delivery of a debrief to identify Riding faults to the trainee should also be considered. The delivery should place faults in order of risk but avoid a 'shopping list' of faults only. There should be a demonstration that the Tutor has graded the faults, identified any remedial measures and applied them fairly and honestly and most important, accurately in line with Roadcraft and The Highway Code.

The instruction should be professional and delivered in a manner that reflects equality, communication skills and a detailed knowledge of advanced Riding.



Conclusion

Group Tutors are a crucial part of RoSPA Advanced Drivers and Riders. Their role is to tutor associate members to prepare to take RoSPA's Advanced Riding Test and to tutor full members who are preparing to take their three-yearly retest or an interim test, and to help them reach a level at which they can gain the best grade possible for them.

Every local group of the RoSPA Advanced Drivers and Riders must meet the demand for tutors in their area.

Groups must ensure that their Group Tutors are suitably qualified and operate a process for preparing and managing their Associates and full members being tutored (based on this guide or the Group's equivalent version).

Groups must provide sufficient support to their Group Tutors to ensure a consistent standard in their management and operation.

Group Tutors are registered by RoSPA to ensure that they are covered as a Group Tutor under the RoSPA Advanced Drivers and Riders Scheme and insurance.

The Group Tutor certificate is not a commercial qualification and cannot be used by the holder to advertise their own training business.





accidents don't have to happen

RoSPA Head Office

28 Calthorpe Road
Birmingham
B15 1RP

t +44 (0)121 248 2000

RoSPA Scotland

43 Discovery Terrace
Livingstone House
Heriot-Watt University Research Park

Edinburgh
EH14 4AP

t +44 (0)131 449 9378/79

RoSPA Wales

2nd Floor
2 Cwrt-y-Parc
Parc Ty Glas
Cardiff Business Park
Llanishen
Cardiff
CF14 5GH

t +44 (0)2920 761306

RoSPA Northern Ireland

3 Orchard Close
Newpark Industrials Estate
BT41 5GH

t +44 (0)28 9050 1160

General Enquiries

t +44 (0)121 248 2000

t +44 (0)121 248 2001

e help@rospa.com

t twitter.com/rospa

f facebook.com/rospa

in linkedin.com/rospa

www.rospa.com

Registered Charity No. 207823
VAT Registration No. 655 131649

