

RoSPA

accidents don't have to happen

RoSPA Advanced Drivers and Riders

Derbyshire Riders Group Training Policy/Training Manual

Version: 1.0

Date: 7 October 2022



1. Introduction

1.1. What is this document is for?

RoSPA Advanced Drivers and Riders aims are to help save lives and prevent injuries by improving the driving and motorcycling standards of the general public. At RoSPA Derbyshire Riders we do this by providing high quality, associate focussed, advanced motorcycling training, delivered in a systematic manner, to help people improve and maintain their ride standard.

This policy sets out the following:

- How the club delivers systematic training to prepare associates for the advanced riding test.
- How it maintains riding and training standards in the training team.

1.2. Who is this policy and guidance intended for?

It is aimed at all members of RoSPA Derbyshire Riders with the aim of establishing a common expectation and common standard of delivery in all our training activities.

2. Code of Conduct

2.1. All tutors must be aware of and compliant with the group code of conduct contained within the *Derbyshire Riders Group Constitution*. In short, all tutors and advanced tutors must:

- Satisfy themselves that the person they are training has adequate motorcycle insurance cover, a valid driving licence and their vehicle is road legal.
- Always behave professionally 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 trainee (i.e., agree when and where the training will take place).
- Be on time.
- Not criticise any other trainer, examiner, or road safety organisation.
- Set the standard – associates will copy their tutor.
- Not charge for providing training beyond refund of fair and reasonable expenses.

2.2. All tutors have a duty to look after themselves but also to care for associates receiving their tuition. A tutor should be able to identify potentially dangerous situations and take action to protect an inexperienced or untested student. Tutors should be able to identify the level of competence of each student, and the student learning style, and adapt their training accordingly.



3. Key Role Summaries

3.1. The roles within the club are formally defined in *Constitution* and in *Derbyshire Riders Group Operational Roles V1 Jan 2022*. For the purposes of this document, it is worthwhile re-emphasising those roles relevant to training. All roles are voluntary and unpaid.

Chief Tutor (CT)

Appointed by the committee and accountable to the Club Committee their responsibilities are:

- To ensure that the riding standards of the Training Team are maintained in between their RoSPA refresher tests.
- To be a source of information regarding best practice and the legal aspects of motorcycle riding.
- To assist the Training Officer with the training and development of the Training Team.
- To provide at least one check ride for members of the Training Team every 12 months.
- To assist the Training Officer with training new tutors (at least two weekends every 12 months).

Training Officer (TO)

Appointed by the membership and accountable to Chief Tutor and the Group Committee, their responsibilities are:

- The Training Officer is responsible for executing the Group Training programme
- The delivering Tutor training sessions and mentoring for Advanced tutors, Group Tutors, and Trainee Tutors.
- They are responsible for ensuring that the Group has sufficient Tutors and Advanced tutors to deliver the Group Training programme to the standard set by this document, approved by the Chief Tutor and the Group Committee.
- Representing the Training organisation at club committee meeting.
- Ensuring that Training Records, training standard are maintained and reporting to the Group Committee on Training matters.
- Present an end of year report to the AGM.

Deputy Training Officer (DTO)

The role of the Deputy Training Officer is to assist the Training Officer in the execution of the Group Training programme, delivering Tutor training sessions, and mentoring Group Tutors and Trainee Tutors. They will also act as the Group Training Officer for committee meetings and club events, in the absence of the Training Officer.

Advanced Tutor (AT)

The role of Advance tutor is detailed in the document *RoSPA Advanced Drivers & Riders Advanced Tutor Training Guide: Motorcycles*.



The club must have at least one advanced tutor at any one time in accordance with the club constitution. Their role is to both function as a tutor for club associates, and importantly to function as mentors to new tutors as part of their training programme to ensure their rapid development and that they deliver training to the required club standard.

Tutor

The role of Advance Tutor is detailed in the ROSPA document *RoSPA Advanced Drivers & Riders Group Tutor Training Guide: Motorcycles*.

The tutors are the life blood of the training organisation. They are responsible for the development and maintenance of the relationship with the club associates, and for delivering individually directed training to club associates to prepare them for the ROSPA advance Motorcycle test. In addition to delivering high-quality training, they are periodically expected to lead club ride outs and deliver skills training session at monthly Club meetings.

4. General Description of the Training We Offer

4.1. Outline of Associate training

Individuals join ROSPA Derbyshire Riders for a variety of reasons but primarily to train to improve their motorcycling skills and to enable them to prepare for the ROSPA Advanced Motorcycle Test. As such they join as Associate members (referred to through this document as Associates).

They are allocated a Tutor by the Training Officer as soon as one becomes available. The allocation is based on:

- Associate background and competency level.
- Geographical similarity to reduce mileage and costs.
- Trainer availability and capacity.

Training sessions are normally conducted on a 1:1 basis at times to suit the associate and their Tutor and as the training is tailored to the associate's needs. There is no fixed number of sessions; it will take as long as is needed.

Our training is based on the skills and techniques described in '*Motorcycle Roadcraft: The Police Rider's Handbook to Better Motorcycling*'. Our training aims develop hazard anticipation, observation and planning skills, appropriate use of speed and position to maximise safety. These skills are deployed in real-life situations including riding on rural roads and motorways, negotiating junctions, overtaking, and cornering.

Specifically, training covers:

- Why and where motorcycle accidents happen.
- the characteristics of a good rider.
- the IPSCA system of motorcycle control.
- Observation techniques.



- hazard anticipation, identification, planning and negotiation.
- Signalling, gears, braking and acceleration, overtaking and filtering.
- Cornering,
- Riding where conditions safely and legally permit.
- motorway and dual carriageway riding.
- Slow riding.
- Pre-ride bike checks.
- Highway Code and Roadcraft knowledge.

Achieving a good pass grade, not necessarily gold, in a single season should be our minimum aspiration for any associate and the club should be sized and structured around achieving this for all, where practicable.

Occasionally tutor and associate may not agree, they may not see the world through the same lens, or an associate's specific needs cannot be met by the allocated tutor. In such cases, the associate should not suffer in silence and should contact the Training Officer to ensure the issue is resolved.

5. Training Delivery

5.1. Role of Roadcraft and IPSGA

Roadcraft provides the basis for all our RoSPA training. IPSGA (Information, Position, Speed, Gear and Acceleration) is the system of motorcycle control which is central to all advanced motorcycle tuition.

Together they should be referred to as follows:

- Briefing. The associate should be briefed to read the appropriate chapters of Roadcraft prior to each session. They should be reminded of this as part of the pre-ride briefing. IPSGA should be used to help provide a logic and sequence to each element of lesson that is being briefed.
- Debrief. The Tutor should refer to Roadcraft to reinforce any points that they want to raise during the de-brief. If there are issues to be raised about the ride then the associate should be made aware of which part(s) of the IPSGA system were not carried out correctly and how these can be addressed.

5.2. Lessons planning

A Lesson Plan (LP) exists to help the Tutor to ensure that the lesson has a point and that the sequence in which the lesson is to progress has a logical flow and should be adjusted by the tutor to fit the needs of the associate. All advanced training (for most associates) should consist of at least these standard plans: Cornering, motorways and dual carriageways, urban riding, filtering, and overtaking.

The route chosen must be aligned with the LP to allow the Aims and Objectives (A&O) of the lesson to be met. The LP should be used to ensure that the A&O of the ride are made clear to the associate and how they are to be accomplished. The Lesson Plan should make it clear which of the A&O are to be



covered on which parts of the route. The LP is an initial guide for the session; however, it may be changed during the ride to address issues that arise during the ride.

5.3. Lesson delivery

The tutor should be clear in their own mind how they intend to tackle each of the Aims and Objectives set out in their Lesson Plan and how these are geared to the learning needs of the associate. It is up to the Tutor to ensure that they have a variety of ways of approaching each of the topics that they want to address during the lesson with the learning style of the associate in mind. E.g.

- Pre-ride explanation.
- Pre-prepared diagrams.
- On road demonstrations.
- Intercom briefing.
- Fault correction using intercom.
- Stop and chat fault discussion.
- Reference to Roadcraft.

If one technique is not working for an associate, another approach should be adopted. In extreme cases, a change of tutor could be requested by either tutor or associate.

5.4. Use of Intercoms

We wish to make greater use of bike-to-bike communication as a means of improving our training offering. All tutors will be issued with common intercom equipment (currently Scala Rider Packtalk). This section of the policy provides both an expectation on, and common written guidance, as to how they should be used as a training aide, without being exhaustive.

We see the key advantages of communications being in three distinct areas as follows.

Giving Directions

This is the most basic application of intercom use to training. It must be deployed and used whilst at the same time training the associate to steer from the indicated direction of the person following them (a skill they will require at test). One does not replace the other. So as the associates experience and confidence grow, the use of intercom-based direction will reduce, being used finally at only the most complex of junctions. The general principles are:

- Start every instruction with a phrase to activate the intercom system (avoiding potential directions being lost or clipped). Suggest 'OK, *name*, next we are going to).
- Keep all instruction brief, friendly and to the point. They must be delivered in 3s (think at 60mph, every second used 30m of road). Brevity and timing is important.
- Try and use direction instructions that require the associate to observe (i.e. OK, *name*, at the roundabout ahead we are taking the turning for Loughborough'). You could also use clock directions of junction numbers (head for the 3 o'clock exit OR take the third turn on the left).
- Indicate in the same timely fashion as you would do without intercoms.



- Ensure the trainee registers they have heard and understand.
- Following a successful manoeuvre, praise should be considered ('Well done *name*').

Providing Feedback

It is completely allowable to provide feedback during the ride, but it must be done with thought, provided at a time when the associate has the head space to hear and understand.

The general principles are:

- As above, start every instruction with a phrase to activate the intercom system (avoiding information being lost or clipped, i.e., "OK, *name*, next we are going to").
- Keep all instruction brief, friendly and to the point, as discussed above.
- It's important to provide praise where merited, mixed with points for improvement
- Consider timely prompts as to what they should do (i.e., "Dave, check the cross view at this coming junction, "or "Dave, we could consider filtering at the junction ahead"). They are prompts for the associate to act and NOT instructions. They make their own decisions as always.
- Consider timely warning to associates considering ill-advised or dangerous manoeuvres (i.e., Associate following slow moving traffic, becoming frustrated and is lining up an overtake in the face of oncoming traffic or an upcoming bend- "OK, *name*, no need to overtake here. You are doing well, and we have plenty of time...").
- Consider giving them the benefit of your observations. From your distance scanning or assessment of a upcoming junction is there something to say that does not distract, but will allow them to realise that more effective observation is possible?

Ride Commentary

Ride commentary is a technique used in advanced driver training to allow the trainer to understand what the associate is thinking and how they are forming their drive/ride plan. It takes a great deal of practise to do this well, while being able to ride to a standard and navigate. It can distract the associate from their ride and could constitute a hazard to the associates safety. Ride commentary is NOT a requirement of ROSPA advanced motorcycle tuition. For these reasons, it should *never* be an expectation for the associate to undertake a ride commentary as part of a lesson.

Ride commentaries should be a skill possessed by the tutor as it can be used by the trainer as part of a demonstration ride to ensure the key points of the demonstration are clear to the associate. It can be anticipated that a focussed ride commentary, lasting no more than a few minutes, should be used with an associate as part of lessons featuring:

- Cornering – providing an explanation of the application of IPSGA and explaining the tutors' actions.
- Urban riding - providing an explanation of the application of IPSGA and explaining the tutors' actions.



- Hazard Appreciation - announce all approaching hazards (i.e., road condition, road furniture, other road users, others in the environment etc.), all relevant road signs. There should never be nothing to talk about.
- Observation skills - the commentary could illustrate the tutors actions highlighting what is behind, the bike condition, the near distance, and the far distance views. It should illustrate your assessment of the distant road conditions, and how these feed into a plan to negotiate the hazards safely and progressively.

5.5. Check Rides

A check ride conducted by an advanced tutor should be undertaken as a matter of course before each associate applies for their advanced riding test. However, check rides can be undertaken at any point in an associate's progress at the request of the tutor. The Tutor requesting a check ride should request the check ride from the Training Officer and make it clear what the check is for and what standard they think the Associate has reached. The Training officer will task the appropriate advanced tutor.

There may be several reasons to ask for a check ride for an Associate:

- Pre-test check
 - To ensure that the associate has reached test standard.
 - To give them the opportunity to experience a dummy test run.
 - To allow them to get another 'point of view' on any area they may have questions about.
- Reached a Plateau
 - The Tutor may have taken the Associate as far as they believe they are able.
 - This may be because the Associate has reached the limit of their potential or because the Tutor is having trouble getting through to the associate.

This is illustrative and is not intended to be a complete list.

The associated ride report from the ATs check ride is shared with the associate and any observations shared with the relevant tutor. They should always be seen as a means of generating corrective strategies for the associate, and for tutor learning that can be adopted for the future.

5.6. Post Test Training

All members should be encouraged to continue to develop their capabilities and skills following a successful test. Joining in with or leading group riding, providing skills task to club meeting or requesting or accompanying the tutor team as part of peer review rides should all be encouraged and supported.

5.7. Offside Riding

The practise of riding in the opposite non-right of way carriageway, is not specifically mentioned in Roadcraft but can offer advantages in several scenarios, such as:



- Straight lining a series of bends ahead where an uninterrupted view ahead is offered and there is no conflict with traffic in the opposing direction.
- Riding in the opposite carriageway as part of an overtaking manoeuvre or by way of a final check of observations before committing to the overtake, in accordance with RC.
- Riding using the full width of a single carriageway road in a rural environment to gain an enhanced view of the road ahead, particularly approaching left hand bends, if safe to do so.
- Emphasis on riding of the offside on an approach to a left-hand bend on non-single carriageway roads is common in other advanced motorcycling organisations. It is acceptable where an approaching cross view confirms the absence of oncoming traffic, but in other situations can carry considerable risk.

Before undertaking any off-side manoeuvre, the rider must think SLAP. Is the manoeuvre Safe, Legal, does it offer any real-world Advantage in conducting it, and how will be Perceived by an ordinary member of the public if witnessed?

As a general policy riding on the off side of the road on an approach to a left-hand bend should not be demonstrated to associates or taught to associates preparation for test. It should be made clear to an Associate that using off side techniques is not a requirement and will not reduce their chances of gaining a gold pass. In addition, off side riding should not be undertaken on group rides where unskilled associates may be tempted to replicate and put themselves at risk as a result.

5.8. Theory Preparation

Tutors are responsible for all aspect for training there associated in all aspects of advanced riding. This includes working knowledge of the HWC, RC, and being able to demonstrate the principle of POWDDERSS, IAMSAFE or FLOWERY. Associates are expected to be competent in these aspects of knowledge before undergoing a check ride with an advanced tutor.

5.9. Record Keeping

All formal paperwork associated with training an associate should be kept by the tutor and club for future reference. This allows the tutors to refer to previous sessions and lesson actions and also serves if anyone questions the training of the associate or the content of what was taught etc.

6. Process and Training to be a Tutor with the Club

6.1. Qualification

The tutor team should be of a capacity to enable this to be realistic. Prospective candidates should be keen, understand that expertise as a tutor comes only with effort, and must already hold a gold standard pass with ROSPA. Those interested should express an interest with the Training Officer or respond to requests for interest which are invariably launched each year in February.

6.2. Tutor Training

6.2.1. Classroom Training



All trainees are required to attend class-based training run and delivered by the advanced tutors or chief tutor, early in the training season, typically Feb or March. Training is typically two days over consecutive weekends. The training session aims to deliver a base level of understanding to enable a competent rider to become a competent trainer. The classroom training contains:

- Basic educational theory and the acknowledgement of learning styles.
- Conducting first contact with an associate.
- Lesson planning and route selection.
- Effective observation, fault diagnosis and potential tools for correction.
- How to deliver coaching conversation and feedback effectively to an associate.
- Use of Communication Devices
- Record keeping.
- Test readiness.

The classroom session is delivered with the aim of allowing the trainee tutors to benefit from the experience of others and from ROSPA or relevant industrial policies and standards.

6.2.2. Practical training

All trainees must complete a number of practical rides with the advanced tutors. The tutors will act the role of an associate and ride with faults to allow diagnosis and offer the opportunity to offer rectification. An element of role play will be offered to allow the trainee tutors to practise feedback skills. The practical session aims to be supportive, fun, and light-hearted.

6.2.3. First Associates

When the Advanced tutor team believe a trainee tutor is ready, they are allocated an advanced tutor as a mentor, and their first associate, in line with the criteria for associate allocation noted above. The associate should be preferably new to advanced motorcycling, to offer good first experience to the trainee tutor and associate. Generally, all rides between tutor and associate should be attended by the advanced tutor mentor. The trainee associate should run the relationship with the associate, from early introductions and all coaching conversation with the associate. The role of the advanced tutor is to support the trainee tutor in the development of their skills in constructing a learning plan for the associate delivering the learning plan and in delivering skill development strategies, in line with their classroom training

The associate refunds the expenses of the trainee tutor, whereas the club covers the expenses of the advanced tutor. As a trainee tutor gains experience and confidence, the need for the mentor can be relaxed. Attending every other lesson is a bare minimum. The advanced tutor/trainee tutor mentor team arrangement remains in place to support trainee tutors at least until they get their first associate to test readiness and the satisfactory completion of the associates ROSPA advanced riding test.

If there are difficulties in specific Advanced Tutor availability to support a trainee tutor, the trainee tutor should contact the Training Officer and other Advanced Tutors availability can be flexed to support.



6.2.4. Confirmation as a Group Tutor

At the Training officer's discretion, as advised by the Advanced Tutor mentor, we may require the trainee tutor to undertake one further assessment. Here they will aim to re-run the initial training session with a new associate, to confirm their developed capabilities.

On completion of the training of the first associate, providing the trainee tutor feel prepared, the trainee tutor should be confirmed as a full-fledged member of the tutor team. This is undertaken by the TO in consultation with the relevant advanced tutors and noted by the committee.

7. Process and Training to be an Advanced Tutor with the Club

7.1. Role

As described earlier the Advanced tutor is principally responsible for the tutor mentoring and training, together with oversight and maintenance of the performance of the tutor team and tutor team training as requested by the Training Officer.

7.2. Qualification

To operate as an Advanced Tutor in RoSPA Derbyshire Riders:

- The Training Team and Group Chair must see a need to expand and grow the Advanced Tutor numbers – there must be a job to do.
- They must have passed the ROPSA advanced test at a gold standard.
- As a tutor they must have developed at least five associate members to pass the ROPSA advanced test, and at least two of these should be to a gold standard where the associate has received no significant advanced training prior to training with the club.adv
- They must pass the RoSPA Advance Tutor test.

7.3. Training

Anyone meeting the criteria can register an interest in being an advanced tutor, though in accordance with the constitution, the group only requires one, and workload may necessitate more. The decision on who to train as an advanced tutor taken by the Training Officer with advice from the Chief Tutor and Advanced Tutors.

Training of new advanced tutors is normally undertaken by the advanced tutor team with assistance from the Chief Tutor. Formal training is provided in a suitable location and consists of:

- Providing a thorough understanding of the Advanced Tutor role.
- Providing some background knowledge on individually directed learning and competency-based assessments.

With club agreement the prospective advanced tutor undergoes a specific examination with the area examiner (the *ROSPA Advance Tutor test*). The test aims to demonstrate a thorough knowledge of the



HWC and RC, to undertake a gold standard test ride, and to undertake a series of exercises with the examiner to demonstrate their ability to engage with associates, to diagnose faults in associates riding and to provide appropriate steps to rectification. Satisfactory completion of the training programme and test are normally sufficient for the individual to be signed off by the Training Officer and assigned Advanced Tutor duties as and when required by the clubs training operations.

8. Tutor Standard

8.1. The Tutor Standard

It is important for club standards and performance that the tutor team deliver the highest quality of training possible within the context of a volunteer run, club/group-based organisation. To ensure training consistency we have a formal definition of our training standard, using a competence-based approach to ensure the advanced tutor assessment of tutor performance, both in training, and during annual check rides, has an objective basis. The Tutor standards are described in Table 1.

8.2. Assurance of Tutor Standard

The standard forms the basis of an internal framework to assess tutor performance, during a training session with their associate, against all aspects of the standard that we aspire our tutors to possess. It aims to provide a shared expectation in the training team, a consistent method of assessment for the advanced tutors, to highlight best practise which we can share, and development needs where required.

We use a standard education and development approach competence-based approach where:

Performance Standard: This is the standard a RoSPA Derbyshire Riders Tutor are required to operate to (Table 1)

What you must do: A series of statements describing of what must be done by Tutor to demonstrate the Performance Standard (Table 1)

Assessment record: This is the evidence sought by the advanced tutor to show that the required Competencies have been achieved to be completed by the advanced tutor).

Status: Advanced tutors summary of assessed performance by competence area:

- L1 (Consistently demonstrates the competency to a high standard with confidence, showing sound understanding of the interaction between this and other competencies).
- L2 (Consistently demonstrates the competency).
- L3 (Development required).

The biannual assessment:

- The tutor is responsible to ensure this is organised with the Training Officer and undertaken by an advanced tutor from the team, for the whole tutor team, possibly spread over the year.
- An assessment based on Table 1 is completed objectively by the Advanced Tutor and discussed and agreed with the relevant tutor.



- The Advanced tutor has the discretion, with the agreement of the tutor, to repeat the session with another associate to further demonstrate elements of competency that may have been untypical during the first assessment.

The results of the assessment should be shared with the Advanced Training Team and discussed:

- Areas of best practice to be acknowledged and shared via group night or tutor meeting.
- Areas of improvement for individual tutors will be agreed and actioned via the Training Officer with the assistance of the AT or others.
- Areas of collective improvement may be agreed and actioned via the Training Officer with the assistance of the AT or others, by delivering dedicated or modified training advice to the wider tutor team.
- If it is decided a tutor is not meeting the required standard, (this must be agreed by the Training Officer and Group Chair), a decision on the implication will be shared by the Training Officer with the tutor concerned.

Tutors without a competency assessment will in the limit be prevented from training with the group, and this decision will be made by the Training Officer and the Committee.

9. Oversight

To support the tutors in the delivery of a satisfactory standard training to the associates, periodically the advanced tutors will request to accompany a tutor in the delivery of a training session with one of their own associates. This is not occurring more than once a year, and the advanced tutors should be rotated to see tutors they have not trained or may not necessarily have experience of.

The oversight ride aims to be a peer review and assesses the delivery of the tutor ride and conduct of the lesson against the group competency standard. This should be conducted in an open and friendly manner, aiming to assist the individual tutors in delivering a common standard of teaching, in an individually delivered way, and enable to share as a tutor team best practice within the team, and recognising training team needs.

10. Training Records and Reporting

10.1. Training report standard

All training rides, be they undertaken by tutors or advance tutors, should be reported by use of the Associate Assessment Sheet (or "Ride Report"), and agreed during the session with the relevant Associate, in accordance with Table 1. The assessment sheet is available to club trainers in electronic or paper carbon forms, and either can be used as the tutor prefers.

The assessment again uses a competency approach to the associate's riding ability and requires each attribute to be scored by the trainer and appropriate feedback provides, in accordance with the standard in Table 1.



Scoring is undertaken against an expectation of a ROSPA Advanced Rider examination test silver standard of performance:

1. Exceeds the Standard.
2. Meets the Standard.
3. Inconsistent.
4. Needs Work
5. Below Standard

The report is agreed by tutor and associate as a fair assessment of the training session. The master is provided to the associate, the trainer retains a copy and provides a electronic copy (scanned image or camera image) to the Training Officer.

The Assessment Sheet must:

- Record the mileage of the training session.
- All relevant sections should be completed in a manner that can be understood by the trainee after the event.
- Points to work on should record areas of improvement and should be as explicit as required to be subsequently understood by the associate.

10.2. System

Electronic copies of the Associate Assessment sheet are retained in the clubs Dropbox folder in the event of a break in continuity of associate training, in the event of a dispute or accident, or for future reference of the training team. They serve as an archive whereby the club can demonstrate training programme delivery.

An example Assessment Report is included in Figure 1.

10.3. Responsibilities

Tutor – complete the Associate assessment to the required standard and distribute as required.

Chief Training Officer – understand the report and archive in Dropbox for future use.

11. Organisational Feedback

We are a learning organisation and must look periodically at the success of our deliver of the core training function. This could include:

- Examiner feedback.
- Advanced tutor feedback from peer review rides and check rides.
- Associate feedback gained and assessed annually.



- Tutor performance data.

Feedback is to be used provide a series of observations against which improvement initiatives can be devised. Feedback and improvement should be featured in the group improvement programme where improvements and potential investments will be endorsed by the group committee for the year ahead.

12. Complaints

Advanced riding training is not easy for either associates or the trainers, and differences of opinion, or points of frustration can be expected to occur. The group would prefer that such differences could be resolved between the individuals concerned by discussion or by requesting an outside opinion and assistance form the broader training team.

Failing this everyone should be aware that they can make a formal complaint in line with complaint policy in the *Group Constitution* that will in turn be investigated with feedback on resolution provided.

13. Support Materials

There are a variety of documents, articles and presentations that have been produced by ROSPA and within the group in order enhance your appreciation, knowledge and understanding of advanced riding and advanced riding training.

A repository of these materials is in the non-passworded membership areas of the group website, accessed from the group website home page. All materials can be downloaded and distributed by the training team to aide skill development and retention.



Table 1 – RoSPA Derbyshire Riders Tutor Competency Standard

| Standard | What you must do |
|---|--|
| 1 Deliver a safe, high standard ride as part of the session with the associate. | <p>1.1 Ride in a manner confident with ROSPA standards, RC, IPSGA and the HWC; Ride in a safe, smooth and efficient manner; Demonstrate priority to riding or driving safely; Display a calm, considerate and courteous manner at all times when dealing with other road users; Demonstrate a considered, systematic approach when dealing with driving hazards;</p> |
| 2 Exhibit professional and courteous attitude when dealing with the Associate | <p>2.1 Have knowledge of the RoSPA Derbyshire Riders code of conduct and comply with its requirements. Display a calm, considerate and helpful manner always when dealing with the Associate.</p> <p>2.2 Recognise and respond appropriately to any physical or other factors that may impair the performance of the Associate Meet the associate in a suitable safe location with appropriate facilities and a suitable environment in which to deliver any briefing or instructions.</p> |
| 3. Introduction – set the associate expectations with respect to the ride. | <p>3.1 If meeting for the first time are the relevant elements of the RoSPA Derbyshire Riders checklist covered. Each time explain to the Associate that they must:</p> <ul style="list-style-type: none"> • Put safety first at all times; • Remain calm and consider the needs of other road users; • Maintain full concentration when riding; Effectively manage any external influences and distractions; • Be flexible and change the riding plan as the hazard changes; • Constantly evaluate their performance and develop their skills; <p>Record the associates ride and mileage since the last session checked or discussed.</p> |
| 4 Demonstrate the ability to engage with the Associate | <p>4.1 Any briefs or explanations to the Associate must be delivered in a coaching manner consistent with the associate learning style. Are they delivered equitably in a partnering relationship.</p> <p>4.2 Ascertain the existing level of knowledge and understanding of the associate and their motivation for training.</p> |



| | |
|---|--|
| | <p>Adjust what we say to suit the competence and energy of the associate.</p> <p>Ask the Associate if there are any questions and deal with them to their satisfaction before moving on.</p> <hr/> <p>4.3 Human Factors can impact performance on the day. Recognise it in yourself and the associate. Adapt style and lesson content to accommodate.</p> |
| <p>5. Is the aim of the session geared to the needs of the associate.</p> | <p>5.1 Is there a learning goal for this session. Brief positively and ensure it is understood by the associate. The 'Aim' of the session should be clear to the associate. Is the lesson plan recognisable within the scope of standard lessons.</p> <hr/> <p>5.2 If reading and understanding has been set as a previous action, it should be assessed and appropriately tested</p> <p>The preamble should establish the associate's progression with learning goals set in the former session.</p> <p>The lesson plan should account for the Associate's current competence; adjust duration, complexity, and demand to suit the associate.</p> <p>The lesson plan should account for the Associate's preferred learning style (<i>Activist, Reflector, Theorist, Pragmatist – see notes for definitions</i>)</p> <hr/> <p>5.3 The key learning areas of the ride briefed in advance. Are the tutors' expectations of the associate set.</p> <p>Is it clear to the associate what they are expected to display.</p> <p>Is the Associate happy with the brief for the current session. Are there questions and issues suitably addressed.</p> <p>Is it clear that the associates are responsible for their own actions and safety.</p> |
| <p>6. The Ride</p> | <p>6.1 Does the route taken, match the available time and the aim of the session; Is the aim and route consistent with lesson plan, associate competence, the road, traffic, and weather conditions. Is the route discussed with the associate appropriately.</p> <hr/> <p>6.2 Is your position relative to the associate safe, courteous, and suitable to observe associate ride attributes.</p> |



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| | <p>Timely, safe, and suitable breaks and rests provided within the training session. Avoid fatigue. Suitable feedback on the ride should be provided in the rests of the ride (<i>see Debriefs</i>).</p> <p>6.3 If comms are to be used, are they set up efficiently and their use briefed effectively.</p> <p>Comms, signals, and instructions to the associate should be safe, clear, timely, and understood and acted on by the associate.</p> <p>6.4 The ride needs to provide an effective lesson geared to the needs of the associate. If comms were used to offer live feedback, provide praise along with any critique or advice. An appropriate variety of training methods should be used to make the lesson effective. Consider ride commentaries, example rides, or demonstrations of skill. Are learning barriers identified and addressed appropriately?</p> <p>6.5 Consider the need to stop the associate to discuss a significant fault in their ride or noteworthy events on the road.</p> <p>6.6 A coaching approach employed: discuss issues with the Associate and jointly determine the best way to achieve the objective. The tutor then monitors the performance and assist if required</p> |
| <p>7. Summary of ride. Provide a verbal summary of the ride, making use of positive feedback and constructive criticism;</p> | <p>7.1 Ask how the ride has gone and listen carefully to what is said. Act on what they say. Start your own summary of the ride on a positive note, use constructive criticism to analyse issues of concern and finish on a positive note. (i.e. a +ve/-ve/+ve “sandwich” of information)</p> <p>7.2 Recall the Identification; Analysis and Rectification of the main driving faults, previously discussed with the Associate, as they occurred on the ride; Help Associates analyse their own performance, on completion of a guidance session by making good use of Q&A techniques; Ask “Open Questions” constructively</p> |
| <p>8. Debrief and Guidance</p> | <p>8.1 Good verbal and non-verbal communication is required.: Maintaining appropriate eye-contact; Using consistent language; Using terminology from the RC or HWC</p> <p>8.2 Demonstrate the ability to provide solutions to aspects of the Associate’s ride in need of development. Identify the appropriate and prioritised riding faults the Associate may have. Help analyse the fault and figure out why it happened: the reason may not be as obvious as it at first may seem;</p> |




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| | <p>Riding faults rectification should be delivered using a suitable guidance technique (i.e., Coaching; Instruction; Demonstration etc.); Do not to identify a riding fault without offering advice on rectification. Limit rectifications/improvements to three key problem or less.</p> <p>All faults and rectification should be linked to appropriate use of IPSSGA, RC or the HWC. The underlying theory or traffic law relevant to the lesson should be discussed and used in the feedback</p> |
| | <p>8.3 Never apportion blame in feedback. The brief should demonstrate effective use of Q&A techniques to determine whether an identified fault is the result of:</p> <ul style="list-style-type: none"> • Lack of riding or Highway Code knowledge; • Lack of riding skill; • An inappropriate attitude to the task |
| | <p>8.4 Recognise that Learning is more effective if the task is broken down into its component parts. Consider how you do this. Deploy a variety of techniques in feedback - Use visual aids if they help to explain the point in question, use of reference materials, use memorable stories to illustrate points. Make the point memorable.</p> <p>POWEDDERSS/FLOWERY/IAMSAFE must be demonstrated and run through with the trainee as part of the training programme.</p> |
| | <p>8.5 Compliment associates for their effort and in particular whenever there is evidence of good driving practice and attitude; (i.e. the Associate's performance may not be up to the required standard, but reward should be for effort and not just achievement!)</p> |
| | <p>8.6 On completion of the guidance feedback session, go through the ride report and discuss with the Associate whether each competency has been met; offer constructive feedback and relate on-road experiences to information in the RC and / or the Highway Code;</p> |
| | <p>8.7 The associate needs to accept the feedback. Q&A must be handled appropriately and question competently answered. Does the associate understand what they must do prior to the next session. Are they enthused?</p> |



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| | <p>You must finish off the session positively, ensuring the Associate is clear on how it has gone and when the next session is due to take place</p> |
| <p>9. Complete Ride Report.</p> | <p>9.1 Record the Associate's performance in the Associate ride report, as part of the guidance session debriefing; Does the tutor discuss the content of the relevant ride report and the relevant competencies with the associate Is the ride report completed to the acceptable standard. Are improvement actions explicitly captured.</p> <hr/> <p>9.2 Are the learning goals clearly established for the next session. They should be explicit. Are they captured accurately in the report. Does the report reflect the session. Is the associate accepting and positive of the ride report. The tutor, associate and training officer should be provided with copies.</p> |



Figure 1 Example of Completed Training Ride highlighting areas of attention

| Derbyshire RoSPA | | Associate Assessment Sheet | |
|---|---|--|-------------|
| Tutor | Steve Watt | Date | xxxx |
| Associate | xxxx – Ride No 3 | Bike | xxxx |
| Weather | Damp and overcast | Mileage | Not Checked |
| Route | Shortened Burton loop – 43 miles | Time | 5:30pm |
| Clothing & Machine | 1 | No Issues | |
| Pre-Ride Checks | 1 | Not covered. | |
| Moving off & Stopping | 1 | No technical issues | |
| Slow Riding | 1 | No observed issues | |
| USE OF THE SYSTEM | 1 | "Off siding" discussed. Ask oneself where is the advantage? | |
| Information | 1 | Good implementation of ride plan | |
| Observations | 1 | Appeared very good. | |
| Lifesavers | 1 | Repeatable and when required. | |
| Signals | 1 | No Issues | |
| Position | 1 | | |
| Road Surface | 1 | Takes due consideration of road surface | |
| Safety | 1 | Always safe. Give position away when greater hazard | |
| Speed | 2 | Nearly legal throughout | |
| Accelerations Sense | 1 | No issues noted | |
| Brakes | 1 | Use appeared progressive and appropriate | |
| Speed Limits | 1 | No issues and none missed | |
| Gears | 2 | Looked fine. Would like to see more use of lower gears | |
| Acceleration | 1 | Appeared very good | |
| APPLICATION | 1 | Generally good. | |
| Cornering & Bends | 2 | Shows good technique & confidence. See note 1 below | |
| Overtaking | 2 | Overtakes taken well. Watch speed and see point 2 below | |
| Dual Carriageways | 1 | No observed issues. | |
| Progress | 1 | Quickly up to speed. Few filtering opportunities presented | |
| Restraint | 1 | Good. | |
| KNOWLEDGE | ? | In conversation, then knowledge level is expected to be good. | |
| Highway Code | ? | Not specifically tested but no observed issues | |
| Roadcraft | ? | Not specifically tested but no observed issues as a refresh. | |
| GENERAL COMMENTS | | | |
| 1. Exceeds the Standard 2. Meets the Standard 3. Inconsistent 4. Needs Work 5. Below Standard | | POINTS TO WORK ON 1. Cornering is generally confident. More control available perhaps if use lower gears to exploit engine braking if required. Off sides left hand bends. Not really recommended and as 'what is the benefit?' 2. Overtaking – look at RC chapter 10. Think about using the '3 position overtake'. Be watchful of speed during overtakes which was good on the ride in all but one instance. 3. Next session we will cover bike checks, HWC and RC next time as they both represent settler question for the examiner. Check them over in RC and HWC. | |
| Signed |  | | |
| Accepted | | | |

