



Group Tutor Competency Based Training

DRIVE. RIDE. TRAIN. SOCIALISE.

TRAINING FOR ALL

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E-YARD Group Tutor Competency Based Training

Introduction:

Welcome to this Competency Based Training (CBT) documentation for E-YARD Training (Motorcycle). At E-YARD, we recognise that we each have our own approach to training and that we must also be responsive to the needs of the individual Associates we observe. To ensure a level of consistency, it is therefore essential to have an agreed set of standards covering every aspect of Advanced Rider Training and that is what this document comprises.

E-YARD is the local branch of RoADAR (RoSPA Advanced Drivers and Riders).

E-YARD (East - Yorkshire Advanced Riders and Drivers) is a colloquial name, the official group name being RoSPA Advanced Drivers And Riders East Yorkshire.

Our objectives are to:

- Create better riders and drivers
- Improve the standards of driving and riding on our road
- Promote and improve road safety for all road users
- Coach associate members to pass the nationally recognised Advanced Driving and Motorcycle Riding Tests.

To achieve these objectives, E-YARD depends on the cooperation of suitably qualified Group Tutors, to provide voluntary guidance to Associates to prepare them for the Advanced Riding Test.

There is opportunity within E-YARD for motivated full Members to improve their skills and qualify as a Group Tutor with a view to helping others achieve a better standard of riding.

Suitably qualified, experienced, and motivated Tutors are essential for E-YARD to grow in membership and effectively impact on road safety.

Competencies to be achieved and the Assessment protocol for qualifying members to this level are fully detailed in this document.

Suitability:

E-YARD values everyone as an individual and is committed to encouraging equality and diversity within our group and the elimination of discrimination. Our aim is to be truly representative of all sections of society and for each volunteer to feel able to participate and achieve their full potential.

We commit to:

Encouraging equality and diversity in our group – “Training For All”

Creating an environment free of bullying, harassment, victimisation and discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all volunteers are recognised and valued.

We operate a zero-tolerance policy with regards our behaviour towards each other. A copy of this can be found on the E-YARD website.

As a Group Tutor you will be in a unique position, in your engagement with an Associate. Your ability to perform the role effectively relies on a professional relationship built on trust. We need to remain mindful of the boundaries of this engagement.

We are here to make safer riders. To maintain standards all Tutors are subject to a quality assurance programme to ensure their interaction with an Associate, and their tutoring competence, remains at the highest level and that their riding continues to be at the required standard. A Tutor also may be subject to a quality assurance check at any time.

How to use this Competency Based Training (CBT) document:

Competency Based Training is designed to allow the Trainee Tutor to demonstrate their ability to carry out a task, activity, or exercise.

To achieve this, the task, activity, or exercise is analysed and broken down into a set of competencies.

Throughout the training period and when operating as a qualified Tutor, you are required to demonstrate the correct knowledge, skill and attitude required, to achieve each competency.

E-YARD CAR Group Tutor Competency Document

Performance Standard This is the standard a Tutor is required to work to:	What you must do To meet the standard, you must be able to:	Continuous assessment requirement To be at 'Competence level 1 you will be required to:
1. Attitude - General attitude to driving		
Show an exemplary attitude to driving	<p>Note: lists shown are not exhaustive.</p> <ol style="list-style-type: none"> 1. Drive in a safe, smooth, and efficient manner at all times 2. Demonstrate that you give priority to driving safely at all times 3. Display a calm, considerate and courteous manner at all times when dealing with other road users 4. Demonstrate a considered, systematic approach when dealing with driving hazards 5. Identify factors that produce a positive state of mind, such as: <ul style="list-style-type: none"> • Recognising that safe driving must be your primary goal at all times • Being patient and tolerant • Showing a high degree of self-discipline • Displaying a calm, considerate manner • Avoiding a tendency to "personalise" other drivers in thought or speech • Being composed both physically and mentally • Being confident • Being realistic of your own abilities • Showing restraint and patience when required • Being courteous and polite • Taking responsibility for your own actions 6. Recognise that your attitude to riding is influenced by many factors, including: <ul style="list-style-type: none"> • Your personality • Your financial situation • Your stress levels • How tired you are • Work related issues • Whether or not you feel under pressure • Your emotional state • Health factors. e.g., hay fever; common cold; low sugar level; etc. • Medication, especially if it causes drowsiness 	<ol style="list-style-type: none"> 1. Show that safety is your priority when you are driving 2. Drive in a safe, legal, smooth, and efficient manner at all times when dealing with other road users 3. Drive in accordance with IPSSGA and the Highway Code rules 4. Show by your actions and judgement that your riding competence and attitude to risk reflects positively in the guidance you give to Associates
Show a suitable attitude when dealing with the Associate	<ol style="list-style-type: none"> 1. Display a calm, considerate and helpful manner always when dealing with the Associate 2. Recognise and respond appropriately to any physical or other factors that may impair the overall performance of the Associate 	<ol style="list-style-type: none"> 1. Display a calm, considerate and helpful manner always when dealing with the Associate 2. Recognise and respond to any change in the Associate's performance, that may impair the ability to drive safely
State the relevance of Human Factors on the safety and quality of a drivers performance	<ol style="list-style-type: none"> 1. Explain that the 'Human Factors' of riding take account of: <ul style="list-style-type: none"> • The Driver • The Car • The Journey to be undertaken • The 'Wider World' in general 2. Explain to the Associate that the driver must: <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 driving • Effectively manage any external influences and distractions 	<ol style="list-style-type: none"> 1. Explain the influence of the following four factors on the overall safety and quality of the ride: <ul style="list-style-type: none"> • The Driver • The Car • The Journey to be undertaken • The 'Wider World' in general

E-YARD Car Tutor CBT

	<ul style="list-style-type: none"> • Be flexible and change the driving plan as hazards develop • Constantly evaluate their performance and attitude to driving to develop their skills • Apply new knowledge and continue to grow and develop their competence <p>3. Explain to the Associate that the car:</p> <ul style="list-style-type: none"> • Must be road legal and well maintained • Pre-drive checks must be carried out effectively, including a moving brake test • The rider must be aware of the cars capabilities and limitations • The driver also needs to be familiar with any technology or driving aids associated with the car • The driver should also be aware of issues that may arise when driving an unfamiliar car <p>4. Explain to the Associate that the journey itself can influence the way the driver behaves and performs, and these factors must be recognised and considered by the driver, e.g.</p> <ul style="list-style-type: none"> • The purpose of the journey • The time available for a journey • The chosen route or limitations in selecting the most appropriate route perhaps owing to road works etc <p>5. Explain to the Associate that the 'Wider World' in general has an influence on the way we drive, e.g.:</p> <ul style="list-style-type: none"> • Attitude to risk in general, affects attitude to driving risk and this must be recognised by the driver as having an influence on safety • Peer group pressure can influence attitudes and behaviour • The 'thrill' of driving fast <p>6. Familiarise yourself with 'Betari's Box' and the cycle of conflict.</p>	
2. Riding Skills: Advanced Driving		
<p>Complete basic safety checks before driving</p>	<p>1. Recognise that as the driver, it is your responsibility to ensure the car is in a legal and roadworthy condition, irrespective of ownership</p>	<p>1. Provide a clean, tidy car in a roadworthy condition</p> <p>2. Complete the training log declaration, confirming the car has in-date</p> <ul style="list-style-type: none"> • Tax • Insurance • MOT
<p>Complete basic safety checks before driving</p>	<p>1. Carry out practical pre-drive checks on the car, before moving off</p> <p>2. Perform a moving brake test when setting off initially at the start of the drive</p>	<p>1. Carry out practical pre-drive checks on the car before moving off</p> <p>2. Perform (or explain) a moving brake test when</p>



E-YARD Car Tutor CBT

		setting off at the start of the drive
Demonstrate your capability to drive consistently at a standard of, or higher than that of the RoADAR Silver level Test standard.	<ol style="list-style-type: none"> 1. Lead by example and drive to the best of your ability at all times 2. Demonstrate the ability to control the position and speed of your car safely, systematically, and smoothly, considering the road and traffic condition, to make reasonable progress unobtrusively, with skill and responsibility 3. Exhibit a high standard of driving competence based on concentration, effective all-round observation, anticipation, and planning 4. Demonstrate your ability to be at the right place on the road, travelling at the right speed and in the correct gear to suit the prevailing road, traffic, and weather conditions 5. Demonstrate driving at an 'appropriate speed' that allows you to stop safely in the distance you can see to be clear, whilst staying on your own side of the road 	<ol style="list-style-type: none"> 1. Drive to a standard, which equals or exceeds the RoADAR Silver test standard, on a variety of roads for approximately 20 to 30 minutes. 2. The Assessor may ask you to plan the route, or to give directions as you go.
Demonstrate that you can carry out low speed manoeuvres, safely and under control	<ol style="list-style-type: none"> 1. Recognise the need for full and effective all-round observation before committing to a manoeuvre, whether it has the potential to affect another road user 2. Demonstrate your ability to control the car accurately and safely whilst driving at walking pace: <ul style="list-style-type: none"> • When driving in a straight line • When turning to the left or right • When reversing • When moving off 	<ol style="list-style-type: none"> 1. Sufficient evidence may be seen during the drive. If not the Tutor may be asked to perform a low speed manoeuvre at the end of the drive.
Demonstrate an understanding of Associate and Tutor training material together with The Highway Code and Roadcraft	<ol style="list-style-type: none"> 1. Be familiar with the content of relevant publications <ul style="list-style-type: none"> • The Highway Code • E-YARD Associate Logbook • Roadcraft 2. Illustrate Advanced driving techniques using examples from these publications 3. Comply with the guidance given in these publications when driving 	<ol style="list-style-type: none"> 1. Answer verbal questions from the Assessor on any of the following publications: <ul style="list-style-type: none"> • The Highway Code • E-YARD Associate Logbook • Roadcraft
3. Demonstration drive of Advanced Driving technique to Associate		
Demonstrate advanced driving techniques and practice to an Associate	<ol style="list-style-type: none"> 1. Demonstrate Advanced Driving techniques incorporating IPSGA to an Associate, to explain specific driving tasks, by breaking them down into their detailed component parts, e.g., steering; positioning for bends; etc 2. Ensure you can demonstrate all the skills required by an Associate to pass the RoADAR Test 3. Assess whether effective learning has taken place by: <ul style="list-style-type: none"> • Questioning the Associate and responding to the answers given • Assessing how the Associate performs the task previously demonstrated 	<ol style="list-style-type: none"> 1. Deliver a short demonstration drive of approximately 20 to 30 minutes to demonstrate Advanced Driving technique and the standard to which it is to be performed. 2. If the Assessor is satisfied with the Tutor's ability to demonstrate that they can carry out an advanced technique or manoeuvre with a degree of finesse during their personal driving assessment, under 'real world' conditions, they need not request a separate demonstration.
4. Observing Skills People contact and customer care skills		
Operate a "customer centred" approach at all times, addressing the concerns and needs of the	<ol style="list-style-type: none"> 1. For reasons of safety and security, ensure the Associate is met in a safe public place, with access to facilities 2. Respect the Associate's personal space at all times 3. Deal with any customer issues the Associate may have and defer to a more experienced tutor, if they are beyond your experience to rectify 	<ol style="list-style-type: none"> 1. Observe without invading the Associate's "personal space" at any time 2. Demonstrate interpersonal skills

E-YARD Car Tutor CBT

<p>Associate in a flexible and helpful way. Be aware that there may be Neurodiversity needs which require consideration in your coaching interaction</p>	<p>4. Take suitable and timely action, including stopping the guidance session, where the Associate becomes unfit to continue or behaves in a way that places you, the Associate or third parties at risk</p> <p>5. Invite the Associate to complete any Group feedback survey on completion of training. If applicable, discuss any negative comments constructive or otherwise with an experienced Tutor and take appropriate action to develop your knowledge, skills and understanding of the tutoring tasks</p> <p>6. Recognise that the quality of advice you give to Associates is entirely dependent on your own knowledge and experience of the subject matter</p> <p>7. Study relevant sources of information that will help you understand the background and nature of enquires</p>	<p>appropriate to the situation and individual Associate</p> <p>3. State the action you would take if an Associate's fitness to continue the session, or the Associate's behaviour puts you, the Associate or any third party at risk</p> <p>4. Check the Associate's background:</p> <ul style="list-style-type: none"> • In the case of a new Associate, ask suitable questions to establish the Associate's riding background, be aware of the Neurodiversity guidelines
<p>Dress appropriately, when tutoring Associates</p>	<p>1. Lead by example by wearing E-YARD branded clothing, when coaching Associates</p>	<p>1. Wear E-YARD branded when coaching an Associate, as both a representative of E-YARD and RoADAR</p>
<p>Demonstrate your ability to welcome the Associate and ascertain the existing level of knowledge and understanding</p>	<p>If meeting the Associate for the first time:</p> <ol style="list-style-type: none"> 1. Welcome the Associate and determine their driving background and the reason for joining RoSPA/E-YARD. Ask if they have any concerns with driving in general or the Advanced Driving programme in particular 2. Ask Associates if they have read the latest Highway Code; the E-YARD Associate Logbook and/or have knowledge of IPSGA (The System of Car Control) 3. Explain the need for the E-YARD Document Declaration and ensure the Associate is aware that by signing the Declaration, they are confirming: <ul style="list-style-type: none"> • They hold a current valid driving licence • They have appropriate insurance for the car • They have a valid MOT for the car, if applicable • Their car is in a roadworthy condition • That all the above documentation will remain valid for the duration of RoADAR training (three monthly confirmations in log book) • They are fit to drive (IAM SAFE) • They will not be under the influence of drugs or alcohol at any time when driving • They will wear appropriate corrective eyewear when driving, if required • They are responsible for all driving decisions • They will make the Tutor / Examiner aware if they become distracted during the drive • They acknowledge that any advice or direction given will require their diligence to apply safely • They will ask for clarification of any direction / advice, if in any doubt as to the meaning or intention of that direction / advice for any subsequent session: 4. Welcome the Associate and determine if there are any queries from the previous session 	<ol style="list-style-type: none"> 1. Demonstrate your ability to welcome the Associate 2. Determine the Associate's driving background, ascertaining goals and addressing concerns, before starting the guidance drive 3. Question the Associate to ascertain what knowledge they have of IPSGA 4. Ensure the Associate has signed the E-YARD document declaration before commencing the first drive, ensure nothing has changed for all subsequent drives.
<p>Check to see if the Associate meets the legal eyesight requirement for riding a car on UK roads</p>	<p>If meeting for the first time:</p> <ol style="list-style-type: none"> 1. Ask the Associate to read a standard number plate from a distance of 20m. (20.5m for the older style number plates) <p>Note: If this legal eyesight requirement cannot be met, cancel the session, and politely suggest the Associate has an eye test.</p>	<ol style="list-style-type: none"> 1. Demonstrate how you would check to see if the Associate can meet the legal eyesight requirement

E-YARD Car Tutor CBT

<p>Establish a good working relationship with the Associate</p>	<ol style="list-style-type: none"> 1. Explain to the Associate how the E-YARD Advanced Driver programme works 2. At the end of each session, ensure the Associate has no unresolved queries 3. Recognise the need for confidentiality and data security when dealing with personal data; (E-YARD conforms with all data protection regulations) 4. State that preparation for Advanced Test is a “team effort” for Associate and Tutor 5. Recognise that good support material comprises: <ul style="list-style-type: none"> • RoadCraft • The E-YARD Advanced Driver Logbook • The Highway Code 	<ol style="list-style-type: none"> 1. Explain how the E-YARD Advanced Driver programme works 2. Show the Associate the relevant sections of RoadCraft, the E-YARD Advanced Driver Logbook and (if applicable) the Highway Code that relate to the session 3. Demonstrate that you treat the Associate in a friendly and polite manner, matching your level of formality with their own, if appropriate to do so
5. Observing Skills: Observing		
<p>Plan each training session to suit the needs of the Associate</p>	<ol style="list-style-type: none"> 1. Plan each session, considering: <ul style="list-style-type: none"> • The aim of the session • The Associate’s current competence • The route to be taken, which must match the available time and the aim of the session • The estimated timings • The road, traffic, and weather conditions • The risk assessment of the prevailing weather for the entire session, including the travel to and from the session 	<ol style="list-style-type: none"> 1. Show evidence of having planned the session. (i.e., this may be evident in the briefing, or after an assessment, if it is an initial session) 2. Devise a route that: <ul style="list-style-type: none"> • Matches the time available • Reflects the subject being covered • Is not too demanding for the Associate during the early stages of the training
<p>Brief the Associate on the specific subject to be covered in the session using a coaching technique</p>	<ol style="list-style-type: none"> 1. Ensure the Associate is happy with the previous session and deal with any issues arising, before giving the brief for the current session Note: This applies whether you or another Tutor took the Associate for the previous session. 2. Brief the Associate on the current session by coaching them, on an equal basis, whilst discussing: <ul style="list-style-type: none"> • The aim of the guidance session. i.e., a clear statement of what it is you intend to achieve • The relevant session Competency Sheet, which provides an overview of the learning material to be addressed during the session • The route to be taken in general, with specific emphasis on the initial part of the route, as further directions can be given after each stop • The estimated time it will take to complete the session • The action to take in the event of separation, including exchange of mobile numbers • The method of giving directions 3. Ask the Associate if there are any questions and deal with them before moving on 4. Give the E-YARD Disclaimer, the main point of which is to clearly state that the Associate is in charge of their own car and fully responsible for their own driving and safety Note: try and avoid ‘top down’ instruction by dealing with the Associate on an equal level, involving them in any discussion on aspects of the session 	<ol style="list-style-type: none"> 1. Use Q&A to assess the Associate’s recall of the previous session before moving on to new work. 2. Brief the Associate and include all the elements listed in the column to the left 3. Ask the Associate if there are any questions and deal with them before moving on 4. Give the E-YARD disclaimer
<p>Assist the Associate to carry out daily pre-drive checks of the car</p>	<ol style="list-style-type: none"> 1. Guide the Associate through daily pre-drive safety checks on the car, ensuring it is in a suitable condition for the session 2. Explain how to carry out a moving brake test and offer guided practice, if necessary 	<ol style="list-style-type: none"> 1. Assess the Associate carrying out pre-drive safety checks 2. Assess the Associate checking the effectiveness of the brakes on first

E-YARD Car Tutor CBT

		<p>moving off at the start of the session</p> <p>Note: this is usually assessed verbally with no need to carry out a practical check</p>
<p>Provide suitably timed, clear route directions to the Associate</p>	<p>1. Give effective route directions to the Associate. i.e., those that are easily understood, clear, unambiguous, concise, and well timed</p>	<p>1. Give effective route directions to the Associate</p>
<p>Demonstrate the ability to give guidance whilst on the move or at rest, choosing appropriate subject matter and deal effectively with any issues that arise</p>	<p>1. Assist the Associate to learn using a suitable guidance technique.</p> <p>For example:</p> <ul style="list-style-type: none"> • Demonstration: to show how a particular skill is carried out • Instruction: where you explain what to do in a step-by-step fashion • Coaching: where you discuss with the Associate and between you determine the best way to achieve the objective. The Associate then carries out the task, whilst you monitor the performance and assist if required <p>2. Maintain good verbal and non-verbal communication by:</p> <ul style="list-style-type: none"> • Maintaining appropriate eye-contact • Using consistent language • Using terminology from RoadCraft, Highway Code or the E-YARD Associate Logbook <p>3. Plan to have a mid-run stop to:</p> <ul style="list-style-type: none"> • Give the Associate a break • Debrief the Associate's performance to date • Allow the Associate an opportunity to ask questions or clarify learning points <p>4. Identify any riding fault the Associate may have:</p> <ul style="list-style-type: none"> • Identifying a driving fault does not fix it • Analyse the fault and figure out why it happened: the reason may not be as obvious as it at first may seem • Do not apportion blame • Rectify driving faults using a suitable guidance technique (i.e., Coaching; Instruction; Demonstration etc) <p>5. Demonstrate effective use of the question-and-answer technique 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>6. Compliment the Associate for 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>7. Stop the Associate at any time if there is a need to discuss a fault, which for safety reasons you feel should not be left until the mid-run or end of run debriefing</p>	<p>1. Demonstrate how to give effective guidance to the Associate, which should include:</p> <ul style="list-style-type: none"> • Using a suitable guidance technique to assist in the learning process; (i.e., demonstration; instruction; coaching) • Referring to RoadCraft or E-YARD Associate Logbook and the Highway Code to consolidate practical driving • Providing support and assistance to the Associate when required • Demonstrating effective communication at all times • Using appropriate content for the subject being covered • Demonstrating sound judgement, if advising the Associate where to pull up to explain or discuss issues, ensuring the car is stopped in a safe, legal and convenient place <p>2. Identify; Analyse and Rectify all driving faults</p> <p>3. Demonstrate effective use of coaching questions</p> <p>4. Compliment the Associate for effort</p> <p>5. Choose a suitable mid-run stopping point to give the Associate a break, whilst appraising the run up to that point by identifying; analysing and rectifying any driving faults</p> <p>6. Be aware of possibly overloading your Associate with information</p>
<p>Present new learning material in manageable, step by step parts</p> <p>Reflect on session delivered and if learning could</p>	<p>1. Recognise that learning is more effective if the task is broken down into its component parts, each of which is mastered before moving on to the next; for example:</p> <ul style="list-style-type: none"> • Use visual aids if they help to explain the point in question • Develop your skill in asking Open Questions. (i.e., Ones that cannot simply be answered with a "Yes" or "No") • Provide suitable constructive feedback on completion of each task 	<p>1. Show evidence of presenting the learning material in logical; step by step; easily manageable parts:</p> <p>Who, why, what, where, when and how?</p>

E-YARD Car Tutor CBT

<p>have been presented in a more effective way.</p>		
<p>Assess the Associate's performance and compare with the required standard (Training Log book and RoadCraft)</p>	<ol style="list-style-type: none"> 1. Watch the Associate perform a task and compare it with the required standard which is available on the competency check list within RoadCraft and the associate logbook. 2. On completion of the session, go through each entry on the relevant 'Competency Sheet' within the Associate Logbook; discuss with the Associate whether each competency has been met; offer constructive feedback and relate on-road experiences to information in the Associate Logbook and / or the Highway Code 	<ol style="list-style-type: none"> 1. Assess the Associate's performance, through effective use of question and answer, to see if learning has taken place 2. Identify where the Associate's performance meets the Advanced Test standard and what areas require additional attention 3. Provide praise and positive feedback using constructive feedback models 4. Answer questions the Assessor may ask with respect to your assessment of the Associate's performance
<p>Evaluate the Associate's driving competence and offer guidance to bring the drive to the RoADAR Advanced Riding Test standard</p>	<ol style="list-style-type: none"> 1. Identify patterns in the Associate's driving; analyse why faults are being made; discuss your analysis with the Associate in a positive way and suggest corrective action to put things right Note: identifying a driving fault does not fix it. Each fault must therefore be Identified; Analysed and Rectified 	<ol style="list-style-type: none"> 1. Identify faults that occur in the Associate's drive. Essentially, a driving fault is anything the Associate does that you would not do, to reduce the risk from an actual or potential hazard 2. Demonstrate effective use of question and answer to help the Associate <ul style="list-style-type: none"> • Analyse any faults you have identified in the Associate's driving • Rectify those faults
<p>Demonstrate a flexible approach to learning. Be aware that there may be Neurodiversity needs which require consideration in your training interaction</p>	<ol style="list-style-type: none"> 1. Look for flexible ways in which to adapt the E-YARD Advanced driver training programme when dealing with an experienced Associate: always assuming it is compatible with the way E-YARD operates 2. Analyse the learning techniques used and be prepared to change them, if it improves learning efficiency 3. Share, with others in your Group, any development or revision in the learning techniques and practices, so that everyone can benefit from your experience, if applicable 	<ol style="list-style-type: none"> 1. Demonstrate your ability to show a flexible approach to learning when giving guidance to Associates. The Assessor may check your understanding of the subject matter by asking questions to see how you could have put it across in a different way, demonstrating your flexible approach to learning. If questions are asked, you will be assessed on: <ul style="list-style-type: none"> • The quality and accuracy of your answers • Your ability to explain how you could have put the learning material across differently

E-YARD Car Tutor CBT

<p>Apply knowledge gained from a thorough review of publications and other sources of information relating to the techniques and practises of Advanced Driving</p>	<p>1. Familiarise yourself with the content of the following publications:</p> <ul style="list-style-type: none"> • RoadCraft • The Highway Code • E-YARD Associate Logbook • RoADAR website and E-YARD's Website, if applicable <p>2. Interpret this information in a logical, practical, and common-sense manner and use it when explaining aspects of Advanced Driving to Associates</p>	<p>1. Demonstrate a good working knowledge of publications and other sources of information relating to Advanced Driving. The Assessor will gauge your knowledge from the explanations and guidance you give the Associate</p> <p>2. If appropriate, further questions may be asked to explore your knowledge and understanding of:</p> <ul style="list-style-type: none"> • The Highway Code • Roadcraft
<p>Encourage Associates to become familiar with any 'in car technology and driverer aids' fitted to their car</p>	<p>1. Recognise that experienced drivers will usually have driven a range of different cars, with different engine capacities and styles</p> <p>2. Evaluate as many different types of car as possible (including EV)</p> <p>3. Learn what you can about the features and fittings to modern cars</p> <p>4. List possible in car technology devices and driving aids:</p> <ul style="list-style-type: none"> • Semi and automatic transmission, electric and hybrid motors • Anti-lock Braking System • Traction Control System • Engine modes • Linked brakes • RADAR & Lane assist • Cruise control • Satellite Navigation System <p>Note: This list is for example only and is not exhaustive</p>	<p>1. Demonstrate a working knowledge of in car technology devices and driver aids fitted to modern vehicles. The Assessor will gauge your knowledge from the explanations and guidance you give to the Associate, or in answer to any questions they may ask on completion of the assessment</p>
<p>6. Debriefing following an on-road session</p>		
<p>Provide a verbal summary of the drive, making use of positive feedback and constructive comment</p>	<p>1. Debrief the Associate at the end of the guidance session:</p> <ul style="list-style-type: none"> • Ask how the drive has gone and listen carefully to what is said • Start your own summary of the drive on a positive note, use constructive comments to analyse issues of concern and finish on a positive note. (i.e. a "sandwich" of information) • Concentrate on the main issues and avoid overloading the Associate with a list of less important ones • Engage the Associate in the analysis and understanding of the main faults using questions 	<p>1. Demonstrate your ability to debrief the Associate in a way that compliments their performance and encourages them to put right anything you consider to be below Advanced Test standard</p>
<p>Encourage Associates to analyse their own driving, with a view to identifying performance issues that need to be resolved</p>	<p>1. Help Associates analyse their own performance, on completion of a session by making good use of coaching questions</p> <p>2. Explain that self-evaluation is a powerful learning technique and encourage the Associate to analyse their own performance, each time they drive</p> <p>3. State that the benefits of self-evaluation increase as the driver becomes more accomplished in the art of driving</p>	<p>1. Demonstrate your ability to assist Associates analyse their own performance</p>
<p>Develop your ability to give an effective debriefing on completion of a Session</p>	<p>1. Recognise that the debriefing is an important part of a Session and that the more competent you are in delivering the debriefing, the more benefit the Associate obtains from it</p> <p>2. Develop your competence when debriefing an Associate by:</p> <ul style="list-style-type: none"> • Asking the Associate to give you their view of how the session has gone, before you give your own view • Listening very carefully to what Associates say, as they will often express concerns you were unaware of • Addressing their concerns in a positive and constructive way, so as not to demoralise the Associate 	<p>1. Answer verbal questions the Assessor may ask on any of the following:</p> <ul style="list-style-type: none"> • The Associate's performance during the session • The way in which you structured and delivered the Debriefing • The effectiveness of any question-and-answer

E-YARD Car Tutor CBT

	<ul style="list-style-type: none"> • Delivering your comments in the form of an “information sandwich”, which starts and finishes with positive comments, whilst delivering constructive feedback in-between • Making effective use of question-and-answer technique in order to involve the Associate in the Debriefing • Asking the Associate if they have any questions about the drive in general or you’re debriefing in particular • Answering any queries raised or concerns expressed 	<p>technique used during the Debriefing</p> <ul style="list-style-type: none"> • The advice given by you to the Associate during the Debriefing
<p>Develop a “customer centred” approach when debriefing Associates</p>	<ol style="list-style-type: none"> 1. Recognise that Associates join E-YARD/RoADAR to improve their driving and road safety. Initially in all but a few exceptional cases, the standard of driving is likely to be well below advanced standard. 2. Recognise that the Associate’s performance may still be below advanced standard on completion of the session and take this into account during the debriefing, by considering: <ul style="list-style-type: none"> • That Associates are individuals with varying driving backgrounds and experience and as such, they will learn at different rates • How you delivered the guidance. i.e., ask yourself if it could be presented differently next time, in order to achieve the aim of the session • That the challenge to you as a Tutor is to find the most suitable learning process for each Associate and to maintain their motivation • That you should offer a sympathetic approach that leaves the Associate feeling enthused and ready to try again, rather than dejected and ready to give up 3. Compliment the Associate for effort made and not simply on results achieved. <p>Note: An Associate may fail to achieve the standard expected during a session, but if that Associate has worked hard to improve, it is a matter for praise and encouragement, irrespective of the fact that the standard was not met</p>	<ol style="list-style-type: none"> 1. Answer questions the assessor may have on: <ul style="list-style-type: none"> • The way in which you dealt with the Associate, in general, during the Debriefing • What lessons you have learned, if any, from the experience of Debriefing this Associate
<p>Ask “Open Questions” to develop understanding and encourage solution finding</p>	<ol style="list-style-type: none"> 1. Use “Open Questions” (i.e., ones that can’t simply be answered with a Yes or a No) to probe the Associate’s understanding, promote learning and encourage solution finding 	<ol style="list-style-type: none"> 1. Demonstrate skilful use of coaching questions technique throughout the debriefing process
<p>Demonstrate your ability to provide solutions to aspects of the Associate’s drive in need of development</p>	<ol style="list-style-type: none"> 1. Involve the Associate in the analysis of their performance on an equal basis, rather than as a ‘top down’ Observer to Associate technique 2. Summarise strengths and weaknesses in the Associate’s drive 3. Ensure feedback is positive and constructive 4. Discuss a plan for developing areas requiring improvement, incorrect techniques or understanding of anything in RoadCraft, the E-YARD Associate Logbook or the Highway Code 	<ol style="list-style-type: none"> 1. Demonstrate your ability to involve the Associate in the debrief process, on an equal basis 2. Recognise strengths and weaknesses in the Associate’s drive and: <ul style="list-style-type: none"> • Praise the Associate for good driving practice • Praise the Associate for effort made, irrespective of achievement • Assist the Associate to resolve any problems that may have arisen from the drive
<p>Complete the relevant Competency Sheet In the Associate’s Logbook, for each session at the end of the session Arrange next</p>	<ol style="list-style-type: none"> 1. Recognise that Associates are motivated individuals with a desire to succeed, and as such, they will reflect on the drive and on any issues and comments made, with a view to putting right areas that are not up to standard 2. Involve the Associate, discuss each entry and complete the relevant Competency Sheet, as part of the debriefing 3. Tick off the Competencies achieved during the session, making the Competency Sheet the Associate’s record of achievement 	<ol style="list-style-type: none"> 1. Involve the Associate when discussing and completing the relevant Competency Sheet during the session debriefing 2. Complete competency

E-YARD Car Tutor CBT

<p>session date and time.</p>	<p>4. Discuss each entry in the associate training log book and mark competency level of (1) 2, 3, 4 (5) (Avoid use of 1 and 5 wherever possible). Effectively, they are either: (2) – Haven't achieved the required standard (3) – Have achieved the required standard (4) – Achieved a commendable standard (this should be reserved for exceptional examples only. Constantly achieving this level would make an associate the same level as a Tutor, Advanced Tutor, or Examiner) 5. Ensure all developmental areas have evidence-based entries. Relating back to specifics within the drive will allow the associate to better understand how to improve.</p>	<p>Sheet for each session and justify to the Associate, the Competency Levels awarded 3. End the session pleasantly and politely Note: An Associate may well score competency level 2 grades during preparation for Test and during development this is expected. The development plan which accompanies these scores should be detailed on how this can be turned into a competent score (level 3).</p>
<p>Demonstrate your ability to end 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>1. Ask the Associate if they have any questions about the drive or the feedback and deal with those that arise 2. Encourage Associates to practice skills between sessions to develop competence – make a note of mileage 3. Ensure the Associate is aware of: <ul style="list-style-type: none"> • The date and time of the session (or arrangements to do so) • The location of the meeting • Any development work required before the next session • Thank the Associate for their time </p>	<p>1. Ask the Associate if there are any questions and answer accordingly 2. Encourage an associate to practice driving skills between sessions, to consolidate the learning 3. Ask the Associate to reaffirm by reading the relevant section of RoadCraft. 4. Discuss the date, time and location for the next session (if applicable) 5. Close the session pleasantly and politely by thanking the Associate for their time & effort</p>
<p>7. Organisational Skills and Knowledge</p>		
<p>Explain the structure and operation of your Group to the Associate</p>	<p>1. Explain to the Associate: <ul style="list-style-type: none"> • The aim of your E-YARD/RoADAR • How the E-YARD is structured • The affiliation with RoADAR • The association with neighbouring Group (if applicable) • The advantages of being a Group Member, both before and after the test is taken </p>	<p>1. Answer questions on the structure and operation of your E-YARD 2. Demonstrate an exemplary attitude to your Associate, during the observing phase of the Tutor Assessment</p>
<p>Explain how Advanced Driver Training is delivered within your E-YARD</p>	<p>1. Explain that some Groups use set courses whereas others allocate Tutors and train Associates as soon as they join a RoADAR group, such as E-YARD, albeit that there may be a waiting list before training can commence 2. Explain that some Groups use the same tutor to deliver guidance to the Associate throughout the course, whereas others use different tutors at different times and that there are advantages and disadvantages of each method 3. Explain how Advanced Driver preparation is delivered by E-YARD, i.e. <ul style="list-style-type: none"> • The various sessions required to bring the average Associate up to test standard • The normal duration of sessions and hence, how long it takes on average to prepare an Associate for test. There is no time limit as everyone learns at differing rates. • The procedure to be followed if there are issues that cannot be </p>	<p>1. Explain that there is variety in the way that different Groups provide guidance to Associates 2. Describe how the Advanced Driver Training is delivered by E-YARD</p>

E-YARD Car Tutor CBT

	<p>resolved in the first place by the Tutor</p> <ul style="list-style-type: none"> • How progress is monitored using the E-YARD Associate Logbook 	
Describe how to book a RoADAR Advanced Test	<p>1. Application for test is done through the RoSPA/RoADAR website. This should be arranged after consultation over test preparedness with the Tutor and preferably after a pre test assessment (PTA). Explain the PTA procedure.</p>	<p>1. Explain the procedure of applying for an Advanced Driving test for an Associate.</p>
Describe the opportunity within E-YARD for development beyond passing the Advanced Test and becoming a full member	<p>1. Explain to the Associate that the Advanced Test is just the beginning of their E-YARD journey. Describe the opportunities available with Tutoring, and Advanced Tutoring, motorcycle training and associated Tutor roles</p> <p>4. Explain that this approach to continuous development ultimately reduces riding risk and provides motivation and opportunity to some</p>	<p>1. Discuss the opportunities that exist within E-YARD, for development beyond the Advanced Test</p>
Describe how to deal with complaints from Associates and how to escalate a complaint to the next level, if necessary	<p>1. State that complaints from Associates are rare, however, if a complaint does arise it must be dealt with swiftly and effectively</p> <p>2. Explain how to deal with complaints from the Associate and if necessary, escalation to the next level</p> <p>3. Treat all complaints seriously and deal with them promptly</p> <ul style="list-style-type: none"> • Can you resolve the complaint • Clear up any misunderstanding that may have inadvertently given cause for complaint • Apologise to the Associate if you have given cause for complaint • If the matter remains unresolved, follow the guidelines established by E-YARD for dealing with complaints – there may still be an opportunity to informally resolve the matter • If the matter cannot be resolved within the Group, it should be referred to the Regional Co-ordinator or RoADAR HQ • Throughout this process, keep the complainant informed of actions taken 	<p>1. State the procedure to be followed when dealing with a complaint from an Associate</p>
Explain the process to be followed by Tutors, when seeking additional help for themselves or their Associates	<p>1. Recognise that your Group is a team and that you are part of that team. If you or your Associate have a problem that you cannot resolve, you must:</p> <ul style="list-style-type: none"> • Ask for advice from someone within the Group who has more experience • (If applicable) pass the advice on to the Associate as soon as possible • Ensure the advice satisfies the query 	<p>1. State the procedure to be followed when either you or your Associate need help to deal with a problem concerning training.</p>
Acquire knowledge of a variety of different car types and compare their characteristics	<p>1. Recognise that experienced drivers will usually have driven a range of different cars, with different engine capacities</p> <p>2. Develop knowledge and experience of as many different cars as possible, comparing their features and characteristics, i.e. how front, rear, and all wheel drive differ, or the differences between power delivery in different engine or power train types, auto and manual gearboxes</p>	<p>1. Answer any questions, posed by the Assessor, on the characteristics of different types of cars</p>
8. Self-evaluation		
Self-evaluate your own performance	<p>1. Recognise that Self-evaluation is essential when developing the core skills required of a Tutor</p> <p>2. Consistently evaluate your own performance with a view to retaining and developing driving skills</p> <p>3. Recognise good performance in others behaviour and use this to develop a style and manner that suits you.</p>	<p>1. Self-evaluate your performance when giving guidance to Associates and give the Assessor an accurate appraisal of your own performance</p> <p>2. Provide a verbal description of what you could do to improve on that performance if you had to do it again</p>