

Examiner's Marking Manual

Motorcycles



**RoSPA
Advanced
Drivers
and Riders**

For the information of all Motorcycle RoADAR examiners

The marking manual and report forms.

This edition of the manual takes account of the 2007 edition of Roadcraft and includes guidance for completing a test report. It has been prepared in conjunction with Regional Senior Examiners and Regional Senior motorcycle Examiners. Other examiners have also contributed. Separate marking guides have been prepared for the various tests undertaken.

The manual comes into effect from.....May 2008.

Please use the green report forms. Examiners may use an electronic version of the form, which can be printed off on white paper and securely attached to the green copy for returning to your RSE.

RoSPA HQ works to quality targets that relate to the:

- Time taken to contact candidates.
- Completion and return of the test report.
- Production of the test report to the candidate.

It is important that you destroy all copies of the previous marking manual.

Reminders

- Contact the candidate within 1 week of receiving the application. You do not need to specify the test date but early contact prevents candidates from contacting HQ for updates on their application.
- Return the completed test report to your RSE within 1 week of the test.
- Write clearly. If you use a PC to produce your reports, please spell and grammar check before printing.
- Complete all boxes relevant to the vehicle used for test.
- Motorcycle examiners may ask the candidate to carry out a feet-up 'U' turn, if they consider it appropriate, or to carry out a slow riding manoeuvre.
- Do not put more than 2 numbers into a box.
- Do not write a critical comment that you have not discussed with the candidate.
- Try to comment on at least 3 of the skill areas tested. Comments do not need to be negative. Keep overall comments within the box provided. Diploma retest examiners have to put overall comments about the candidates riding test and instructional ability test in the same box.
- Submit expense claims regularly.

The marking manual and report forms. (Diploma retest forms are dealt with separately)

It is recognised that the provision of testing for RoSPA advanced candidates and the 3 year re-testing of candidates requires standardisation. A clear understanding of the delivery of the test policies by examiners is essential to ensure consistency and fairness. Consistency in the administration of the test and the re-test is vital to maintaining credibility.

The RoSPA advanced test is regarded as the most comprehensive and challenging, and is the highest civilian riding standard available. Examiners should be acquainted with the RoSPA test guidelines publication relevant to the vehicle being used for the test.

This manual is intended to simplify test reports for the benefit of both examiners and those who will prepare the reports for candidates. Each heading in the manual corresponds to a lettered grid on the report form. Under each skill area heading there is a list of phrases. These are placed in order of merit, 1 being best. You can select one phrase, or two in exceptional circumstances, that in your opinion corresponds most closely with your assessment of the candidate's performance in the skill area. An X should be entered in a box where a skill area was not tested, for example Commentary.

Normally one phrase will be sufficient but on occasions you may feel justified in using two. If you choose to do this, on a motorcycle test, you may, for example, put **5 and 8** under PREPARATION. In other words, the phrase raises awareness of a problem and you intend to explain the reasons why in your report. Do not use more than two phrases. If you feel there is no adequate phrase then use the SEE OVERALL COMMENTS box from that skill area.

The report provided by the examiner to RoSPA should have comments specific to the candidates riding ability. If the candidate does not reach for instance, Gold grade, the examiners comments should clearly state this, with reasons why. It is expected that a report that contains mostly high numbers would be graded at Bronze level. However, if an examiner believes that a high number is applicable for one skill area, a Silver or Gold is not out of the question. You have to use your judgement to apply a number to a skill area, but you do need to justify what you are giving by way of grade. It is not unreasonable to comment on at least three of the skill areas. These comments need not be lengthy or always critical. There is a difference between being critical and making a comment. If, for instance, you have provided advice to improve a good skill, then you could say so in order to provide constructive advice for the candidate to work on.

Your assessment of the candidate's overall performance during the whole of the ride is essential. As always, grades awarded are at the discretion and good judgement of individual examiners.

You may use the working copy of the test report for your own notes. It will not be accepted as a test report. You should retain your notes, or a copy of the test report for at least 3 months, in case a duplicate is required. When returning the completed test report please ensure:

- The candidate's personal and vehicle details are recorded accurately.
- The skill area grid is completed accurately and includes your examiner details.

Finally, candidates generally devour every word of their test report, and it is often used as a discussion document within group training sessions. Many candidates will have worked hard over a period of time to reach their standard and are looking for an honest assessment of their skills, together with constructive comments to help them achieve a higher skill level at their next test. You are the person tasked with making consistent assessments and providing constructive feedback in the interests of helping promote safer motorcycling methods and policies.

Motorcycle Diploma Retest Examiners Guidelines

It is recognised that the provision of 3 year re-testing of candidates for the RoSPA National Diploma retest requires standardisation. A clear understanding of the delivery of the re-test policies by examiners is essential to ensure fairness and consistency, particularly as the RoSPA National Motorcycle Diploma final test is managed by RoSPA at HQ, and the Diploma retest is managed by RoADAR at regional level. It is also important to remember that a candidate qualifying at this level can apply for a BTEC qualification. Consistency in the administration of the course test and the re-test is vital to maintaining credibility. Both areas of ability are tested separately. This is in order that a candidate will not have to re-test both areas again if they fall below the required standard in only one of those areas of ability.

The report provided by the examiner to RoSPA should therefore have comments specific to the candidate's riding ability and instructional ability, provided separately. If the candidate does not reach for instance, Gold grade, the examiners comments should clearly state this, with reasons why.

The Diploma re-test examiner has a complicated test to undertake, having to assess the candidates riding ability for around 50 minutes, and instructional ability for about 30 minutes. To test the latter the examiner will take on the role of 'student'. Many candidates will be trainers from groups and may therefore be more apprehensive than those who work in the business training industry. Guidance for role-play sessions appears in APPENDIX A.

The rider's ability will be tested in the same way as a normal advanced test. The RoSPA advanced test is regarded as the most comprehensive and challenging, and is the highest civilian riding standard available. The examiner of the Diploma re-test should be acquainted with the RoSPA motorcycle test guidelines publication. Guidance on the definition of advanced riding and RoSPA advanced test grade guidelines appear in APPENDIX D. Further training in conducting a Diploma re-test will be provided to examiners by the Regional Senior Motorcycle Examiner (RSME). If an examiner has not received such training and is asked to oversee such a re-test they should refer the matter to their RSME.

The test should, as usual, include a motorcycle check but the candidate should also be tested on their ability to give an instructional motorcycle check for the 'student'. The test of a candidate's riding should be undertaken just as a normal advanced test.

The extra element in the Diploma re-test is the test of a candidate's ability to instruct at Advanced level. The instructional ability test should be similar to how this element is tested on the Diploma Course. The areas requiring examination are: (a full explanation appears in APPENDIX E).

- Fault recognition
- Fault analysis
- Intervention/remedial action
- Level of tuition
- Approach and manner
- Communication
- Control of session
- Feedback and encouragement

The candidate should be provided with an approved 'role-play' scenario when the re-test is booked. Example scenarios appear in APPENDIX B. The examiner should brief the candidate on how this will be carried out. The candidate should provide a briefing that sets down training ground-rules, be in a position to see any demonstrated faults and intervene if safety is compromised. He/she should also provide a debrief session where they should analyse the major faults demonstrated and place them in order of whether safety has been compromised, to a lack

of application of The System. The candidate should also demonstrate that they can provide a structured debrief, which should provide quality feedback and remedial measures to the faults displayed. This may include provision for further training sessions. Remedial measures should be consistent with information provided in the Highway Code and Roadcraft. Guidance for the content of a briefing, that includes Health and Safety advice, appears in APPENDIX C.

It is recommended that the results of both the riding test and instructional ability test be given to the candidate after the examiner debrief. If the riding test results in a grade lower than Gold, the candidate will be under extra pressure for the remainder of the test, which could be construed as unfair. The effects of a situation where the candidate disagrees verbally with the ride test result will also be reduced by giving the result at the end of proceedings. Guidance on the definition of advanced riding and RoSPA advanced test grade guidelines appear in APPENDIX D.

Candidates should be reminded that it is a part of their agreement with RoSPA when they sign the test application form, that they will have their driving licence and vehicle documents, including road tax, available for inspection by the examiner, if the examiners requests. The examiner should also identify any faults with the candidates' vehicle or riding equipment.

Matters concerning the candidates riding equipment are not so straightforward and may have some connection to existing weather conditions. Issues such as whether jeans and trainers are suitable safety equipment is an issue that the examiner may wish to comment on in the test report. It is a matter for the examiner to decide when to cancel a test owing to the identification of a fault, or a matter that may involve the candidate in court proceedings, or a matter of Health and Safety. In such cases the examiner should report the cancellation to the Regional Senior Examiner as soon as possible. Such issues can be small number plates, non-compliant exhausts and safety helmets / visors that do not comply with current legislation, or inappropriate clothing. A decision to cancel a test where legal or safety issues are concerned will be supported by RoSPA.

Motorcycle Advanced Tutor Test Guidelines

1. The Advanced Tutor Test is available to Gold Riders that already hold the position of Approved Tutor within a RoSPA Group.
2. The test should mirror the content of a Diploma Retest (see Diploma Retest Guidelines), but take account of the background of the candidate, i.e. that of an Approved Tutor. The aim is to ensure that the rider is capable of tutoring group members to prepare for our test and training tested members to become Approved Tutors.
3. In addition to the on road test the candidate is required to sit a theory examination, comprising 25 multiple selection questions. The road test should be of approximately 60 minutes duration with 30 minutes allowed for the theory.
4. The candidate must produce a Gold ride and pass the theory test to be appointed as an Advanced Tutor. The theory test will be marked at RoSPA HQ and the candidate informed in writing of the result. However, at the end of the debrief the examiner should tell the candidate the grade achieved.
5. The Advanced Tutor qualification should not be viewed as having reached the level of a diploma holder who has proven competencies in other areas of instruction whilst undergoing the initial RoSPA Diploma Course.

APPENDIX A.

Role-playing when conducting on-road training sessions is a demanding task. Most of us want to ride to advanced standard all the time, and it is difficult to introduce a consistent fault throughout a demonstration performance.

The examiner should accept the role of a reasonable person, in line with the chosen scenario. In fact, it is necessary for the role-playing examiner to demonstrate elements of a particular fault without creating danger or unnecessary inconvenience to others.

A thorough briefing should precede a role-play exercise and the examiner must ensure that the candidates involved understand what is required, how the scenario will be conducted and that safety of themselves and other road users is the pre-eminent consideration. It is vital that, if there is a danger that role-playing could create an unacceptable risk, normal riding should be resumed.

None of the scenarios should create an unlawful situation or compromise safety.

It is difficult to conduct a role-play scenario without adding other 'unscripted' faults into the performance. The candidate should identify the main faults and grade them according to their seriousness. **Identified 'unscripted faults' should be accepted with good grace.**

The object of having a series of suggestions as to what faults may be inserted into the riding of the stooge is purely for continuity, not to remove the ability of the instructor to tailor the scenario to a particular student. The course attracts a BTEC qualification and has the content of the course and the test agreed with the examining board and the DSA. It is vital that consistency between the course test and the retest is maintained.

Not all faults have to be included. Scenarios can be structured to provide one or two major faults, and a number of minor faults. The student instructor is expected to identify major faults, identify any common denominators obvious from those major faults, and most importantly provide remedial measures to counter those faults.

APPENDIX B. Example scenarios.

1. Your student is a gold grade rider who is fast approaching a retest. They wish to be assessed before their test in order to give themselves the best possible chance of retaining gold.

Suggested faults to apply to the riding of the 'trainee'. (Need not include all faults).

- An opportunity to demonstrate riding to gold grade.
- Also a good chance to ride to bronze grade to discover if the 'instructor' will wonder how gold was obtained in the first place. Adding family problems, or illness as a reason for the poor performance may well stretch the 'instructors' thinking to include matters other than pure riding.
- Otherwise this person could be 'Mr Awkward', who will argue every point and believes he/she knows more about advanced riding than you do. The 'gunslinger', only present to shoot the 'instructor' down.
- This person could well be the one who believes they have the right to travel in excess of speed limits, because of their perceived superior riding ability.

Safety will always be your responsibility and you should suspend the scenario if you feel that safety is likely to be compromised.

2. Your student is a 'born again biker' who has not ridden for some 15 years, and holds a gold grade car qualification. He/she wishes to try to develop good bike skills and try to achieve a similar level of competence on the bike before bad habits set in.

Suggested faults to apply to the riding of the 'trainee'. (Need not include all faults).

- Rides the bike like a car.
- Holds position in the middle of his/her lane.
- Does not look for overtaking opportunities because he/she wouldn't in a car.
- Does not consider filtering.
- Quickly obtains high gears and does not use gears for advantage. Has not realised bike gears are close ratio, not like a car.
- Does not consider the vulnerability of being on a bike, and travels too close to other traffic.
- Application of signals poor. Does not consider giving and receiving information by signals.

Safety will always be your responsibility and you should suspend the scenario if you feel that safety is likely to be compromised.

3. Your student is a rider who has no previous knowledge of advanced riding, but has heard it mentioned by friends. He/she has heard advanced riding may also reduce insurance premiums, and has therefore come along to find more about what is involved, have a riding assessment to find out his/her current level of riding competence, and find out whether an advanced grade is achievable.

Suggested faults to apply to the riding of the 'trainee'. (Need not include all faults).

- Suspect reason for requiring lower insurance premiums. (Offences/penalty points).
- No knowledge of Roadcraft, but basically safe/slow.
- Basic cause of problems is lack of observations, including scanning into junctions. This leads to problems of anticipation and hazard perception when out of town.

Safety will always be your responsibility and you should suspend the scenario if you feel that safety is likely to be compromised.

4. Your student obtained a silver grade twelve months ago on an initial test. On retest to upgrade, the silver was downgraded to bronze, for not carrying out a pre ride check, chopping his/her line on left bends and inconsistency with speed. He/she has applied for another retest, wants a gold grade but wants help to eliminate those faults that caused the downgrade.

Suggested faults to apply to the riding of the 'trainee'. (Need not include all faults).

- This could be a case of trying too hard, or not being prepared for a test, with some knowledge of The System not fully developed.
- Following the assessment, the 'instructor' should be able to explain his/her teaching structure and how the 'student' will be developed into removing the faults described over several sessions.

- The 'student' may be able to ride well under conditions other than a test, when nerves take over. Some careful handling is required so as not to turn off the 'student'.

Safety will always be your responsibility and you should suspend the scenario if you feel that safety is likely to be compromised.

5. On a previous assessment your student encountered particular problems in relation to overtaking. He/she does not understand the dynamics of this manoeuvre and wants advice on overtaking on A class roads, and filtering in traffic.

Suggested faults to apply to the riding of the 'trainee'. (Need not include all faults).

- The person is not interested in advanced training, but wants to know more.
- There should be explanation and demonstration by the 'instructor', and he/she should be able to oversee controlled practise with the 'student'.
- Some perseverance and patience may be required by the 'instructor'.

Safety will always be your responsibility and you should suspend the scenario if you feel that safety is likely to be compromised.

APPENDIX C. Suggested briefing content

Examiners name.

Introduction.

Qualifications. (Gives credibility)

Police Advanced Rider / Instructor
 RoADAR Diploma
 BTEC
 City & Guilds
 IAM etc.

Questions for Candidate to answer.

Years held full licence ?
 Years continuous riding ?
 What bike – how long owned – miles per week ?
 Previous training prior to test ?
 If appropriate, confirm knowledge of Roadcraft & Highway Code by questions.

Legal requirements

Licence – insurance – MOT – Road tax, checked ?

Vehicle check – candidate to demonstrate.
 Eyesight check (20 metres)
 Any illness ?
 Any medication ?
 Motorcycle lawful in all aspects ? (Roadworthiness and pre ride check)
 Riding kit lawful and in good condition ?

The ride. Advice to candidates.

What position does candidate ride. In front/behind examiner.

Ignore examiners following position and do not signal for examiner.

Look for examiners signals for directions.

If used, point to radio if not clear. (see note 1)

Candidates asked to ride within their own and machines capabilities. Warn of effects of fatigue.

As a rider you will be making your own decisions.

Candidate to comply with all traffic regulations – will not be asked to commit traffic offences.

(see note 2)

Candidates riding or behaving recklessly will have test immediately terminated.

Riding will be constantly assessed.

If separated by roundabouts, T/lights etc rider or examiner to slow or stop and regain contact.

If wrong turn taken, candidate or instructor to return to last known location where both were

together and await the other. Exchanging mobile tel. numbers prior to test would be useful.

If examiner needs to stop student, an overtake will be made – follow examiner.

Consider risk potential in stopping places. (near junction, loose surfaces, private entrances etc.)

Check fuel for test duration.

NO ONE SHOULD EXCEED HIS OR HER OWN CAPABILITIES. IF IN DOUBT ASK

Note 1 - Prior to test ask candidate if they have used radios during training. If not, do not compel them to use them on test. If used, do not ask for verbal commentary during test. They should only be used to give directions.

Note 2 – Examiners should discuss and explain any areas requiring clarification to avoid any unnecessary appeals due to different interpretations of training practices e.g. if the test route has a STOP sign at a junction give guidance as to examiners requirement i.e. foot down or static bike whilst balanced.

Debrief

Assess faults – apply common cause – suggest remedy in line with learning style/Roadcraft/Highway Code –suggest training requirement. Give encouragement and praise where appropriate.

Beware: Information overload, affects of fatigue, confrontation, catagorising (equal opps), health and safety.

APPENDIX D.

ADVANCED MOTORCYCLING DEFINITION. Agreed by RoSPA, IAM, DSA.

Advanced motorcycling is an ability to control the position and speed of the machine safely, systematically and smoothly, using road and traffic conditions to progress unobtrusively with skill and responsibility. This skill requires a positive but courteous attitude and high standard of riding competence based on concentration, effective all round observation, anticipation and planning. This must be co-ordinated with good handling skills. The machine should be in the right place on the road at the right time, travelling at the right speed with the correct gear engaged and be able to stop safely on its own side of the road in the distance that can be seen to be clear.

This could be summed up as: *The ability to make controlled progress.*

RoSPA GRADE GUIDELINES.

GOLD.

This grade is recognised as the highest riding award available to members of the public. It will be awarded only to the polished systematic rider who displays a complete understanding and appropriate application of the principles outlined in Motorcycle Roadcraft and the Highway Code. With all this in place the gold standard rider will be able to make unobtrusive, planned, polished progress with safety and within the law.

The candidate will display a confidence and ability throughout the whole test, which leads the examiner to consider that the candidate has the potential to do well on a police advanced course. The performance of the candidate must be consistent throughout the whole of the test and any lapses may result in a lower grade. Awards of this grade will therefore be reserved for the very best riders.

SILVER.

This grade will be awarded to riders who are well above average. These riders will produce consistently safe and systematic rides but perhaps without the final polish, flair and smoothness of the gold rider. They will demonstrate a thorough knowledge of the System of motorcycle control and the Highway Code.

Candidates must be able to ride up to the permitted speed limit where it is safe to do so but vary speed according to circumstances and conditions. It must be emphasised that Silver is a high grade and a commendable achievement.

BRONZE.

This grade will be awarded to riders whose performance is significantly above the standard required to pass the 'L' riding test. These riders will show a basic knowledge of Motorcycle Roadcraft, and the Highway Code, but lack the ability to apply the System consistently throughout the test. The ride should be entirely safe, observing traffic signs, responding correctly to hazards and should display advanced riding techniques.

FAIL.

Candidates who fall below the minimum pass standard will fail. Riders will fail if they display potentially dangerous faults, persistently infringe speed limits, commit violations of road traffic law or the rules contained in the Highway Code. If the candidate fails to reach the pass standard the examiner will offer advice on improvement, and encourage training or guidance from a local group.

Occasional minor infringements with perceived acceptable reasons will not be condoned but may not be on their own a reason for failure. As a general rule, the examiner will consider whether the candidate is a rider worthy of displaying the badge of an advanced rider, ie someone who will consistently ride according to the principles of Motorcycle Roadcraft.

APPENDIX E. National Diploma re-test, Instructional Ability.

Fault recognition.

By being in the right following position the Instructor should be able to see all faults demonstrated. If the candidate rides exactly to The System they will merely follow the student and miss areas of brake and clutch use and possibly be unable to see if the mirrors are used in a systematic way. The Instructor should be offset but not get in the student's way. In particular, the Instructor should not overlap their machine's front wheel with the student's rear wheel as a matter of course. It is not necessary, but can place excess pressure on the student and will not provide the necessary safety margin we expect of an advanced rider.

Fault analysis.

This is the ability of the Candidate Instructor to make an assessment of the faults demonstrated. Those faults should be placed in order of however much safety is reduced, if at all. It may be that a number of faults have a common denominator, where one solution will resolve those faults. For instance, following too close to the vehicle in front will possibly cause the brakes to be over used, late reaction to other hazards and an inability to see some potential dangers. Tuition in leaving a bigger gap may well resolve all of those faults.

Intervention/remedial action.

The Candidate Instructor should be in a position to intervene early in a session to respond to any unsafe actions on the part of the student. This can be a fine line between overloading the student with too much tuition. The remedial action should also deal with the faults demonstrated. Sometimes it is too easy to overload the student, particularly in the early stages of learning and interpreting The System.

Level of tuition.

The student may well have an immediate post L test knowledge and ability, or be a rider at or near RoSPA Gold grade. The Candidate Instructor should gain sufficient information, from the scenario and from questions to the student, to determine the level at which to pitch their tuition.

Approach and manner.

All teaching and learning sessions are a partnership. The Candidate Instructor who is condescending, and overbearing, has little knowledge of the subject or a lack of concern for their student, will find their role difficult to sustain. Good Instructors aim to get on the same wavelength as their student.

Communication.

Linked closely to the above, the Candidate Instructor may well have to apply their teaching methods to a variety of types of learners. Knowing how we learn is an integral part of being able to teach and how an Instructor adapts to their communication style will reflect on their success in the role. Is the Instructor getting the message across to each student?

Control of session.

Each training session should have ground-rules in order that the Instructor knows the teaching boundaries and the student knows what is expected of them. There is also the important area of liability and an Instructor has a duty of care to make their student is aware of the Health and Safety issues connected to motorcycling.

Feedback and encouragement.

An Instructor who is knowledgeable in the role of recognising faults and applying remedial measures, will probably be able to provide the student with quality feedback. Feedback is essential to assist the student to further their learning and experience. Often an instructor is tempted to provide the student with a 'shopping list' of faults that can lower the student's confidence. The ability of the Instructor to demonstrate they have the student's current and future learning at heart, is essential to gaining the student's confidence. This in itself will enable the development process to continue.

SECTION ONE: USE OF CONTROLS

A PREPARATION

Before starting, the rider should ensure that the machine is roadworthy and that he/she is familiar with the controls. A pre-ride or roadworthiness check accompanied by an explanation should be given, as required by the examiner.

- 1 Full control and machine roadworthiness checks completed.
- 2 Comprehensive checks undertaken.
- 3 Adequate pre-ride checks undertaken.
- 4 Limited pre-ride checks undertaken.
- 5 Inadequate pre-ride checks undertaken.
- 6 No obvious checks made.
- 7 See "Overall Comments".

B STEERING/BALANCE

The steering and changes in direction should be smooth and controlled. The rider must be able to balance the machine by taking account of the various forces acting upon it and variations in road surface and in weather conditions.

- 1 Smooth and fluent.
- 2 Smooth and relaxed.
- 3 Confident handling with good balance.
- 4 Hands remained on the bars at all times, good smooth control.
- 5 Lacks a little fluency.
- 6 Tried hard to relax but tended to stiffen up on the approach to bends.
- 7 Appeared reluctant to bank the machine.
- 8 Gripped the bars too tightly, resulting in course movements.
- 9 Poor balance, especially at low speeds.
- 10 See "Overall Comments".

C USE OF CLUTCH AND GEARS

The use of the clutch should be smooth. Unnecessary slipping the clutch should be avoided. Good balance between clutch, accelerator and road speed is essential. The smooth, positive and timely use of the gearbox at the correct point in the system, will indicate a rider's ability. Intelligent use of the gears is important, as is the ability to vary the method of gear changing to suit differing traffic conditions.

- 1 Excellent balance between clutch, gears and throttle.
- 2 Smooth and well controlled. Good use of the gearbox to maintain accurate control of the machine.
- 3 Good. Used the gearbox to maximize the potential of the machine.
- 4 Used sequential or block method to obtain gears, as appropriate.
- 5 Generally satisfactory, although on occasions failed to balance the clutch, gears and throttle.
- 6 Tended to be in too high a gear on the approach to hazards.
- 7 Smooth use but some "riding" of the clutch when not necessary.
- 8 Sometimes difficulty in assessing appropriate gear for hazard.
- 9 Used gears to slow rather than brakes
- 10 Must work to develop more smoothness
- 11 Lacked the feel for the clutch resulting in uneven engine control.
- 12 Some snatch through poor accelerator balance.
- 13 Automatic gearbox
- 14 See "Overall Comments".

E BRAKES

The brakes should be used smoothly and progressively at the correct point in the system. The balance of application between front and rear brake should be varied according to road surface conditions. They should be applied in good time in one progressive application, and pressure tapered off to produce smooth braking when the unwanted speed is lost.

- 1 Braking smooth and progressive at all times.
- 2 Good acceleration sense ensured that they were seldom needed. When applied they were used smoothly and progressively.
- 3 Continual 'reassurance' braking on the approach to corners.
- 4 Secondary braking was evident in sections of the candidate's ride.
- 5 At times, braking inappropriate for road surface conditions.
- 6 Incorrect balance between front and rear brakes.
- 7 Used front brake only.
- 8 Relies too heavily on the rear brake.
- 9 See "Overall Comments".

F THROTTLE

Good acceleration sense is the hallmark of the accomplished rider. It is the ability to vary the speed of the vehicle in keeping with road and traffic conditions where braking is not demanded. It is directly linked to the quality of the rider's observation and use of the throttle should at all times be precise, smooth and progressive.

- 1 Good firm progressive acceleration, smooth and deliberate.
- 2 Smooth and positive action.
- 3 Must develop more finesse and feel for the throttle.
- 4 A little reluctant to accelerate where circumstances allowed.
- 5 Erratic use of the throttle especially when cornering.
- 6 Acceleration was poor.
- 7 Lacks smoothness in throttle control.
- 8 See "Overall Comments".

G USE OF MIRRORS/REAR OBSERVATIONS

The use of all mirrors and shoulder checks is an essential skill in gaining information about changing traffic conditions so that the rider is always aware of what is happening. Mirrors and shoulder checks should be used as circumstances demand and graded to suit speed and traffic conditions.

- 1 Mirrors used well in conjunction with lifesavers.
- 2 Rear observation and mirrors used effectively.
- 3 On occasions could have displayed lifesavers in addition to mirror use.
- 4 Insufficient use of the mirrors while on test.
- 5 Could use nearside observations more.
- 6 More lifesavers required.
- 7 Poor, inconsistent use, no lifesavers used.
- 8 Mirror checks consistently missed or used late.
- 9 Poorly adjusted mirrors, inconsistently used.
- 10 See "Overall Comments".

H HORN

A horn warning may not be necessary during the test. However, a single note should be used and its length should be sufficient to warn but not to be regarded as aggressive.

- 1 Appeared to correctly consider the use of the horn.
- 2 Used correctly when required.
- 3 Not required on the test although the candidate appeared to consider it's correct application.
- 4 Used to good effect and properly graded.
- 5 Situation did demand its use although was not applied or apparently considered.
- 6 Overused.
- 7 Not used on the test, circumstances did not demand it.
- 8 See "Overall Comments".

J VISIBILITY

The screen and/or visor should be well maintained and clean at the start of the test, so as not to inhibit the view of the rider.

- 1** Clear screen / visor.
- 2** Visor not properly maintained.
- 3** Headlights not used when conditions demanded their use.
- 4** See "Overall Comments".

SECTION TWO: RIDING PERFORMANCE

K STOPPING/MOVING OFF

When moving off good observation, shoulder checks and signals, as appropriate, are expected. When stopping those elements should be accompanied by progressive braking.

- 1 Good safe actions in conjunction with the necessary safety checks.
- 2 Smooth and confident.
- 3 Generally good, should try to keep the stops tidy with better foot placement.
- 4 Could have been brisker away from rest.
- 5 Drags legs on moving off, should get the feet onto the footrests as soon as possible.
- 6 No checks or signals made.
- 7 Rolled back on hill start.
- 8 See "Overall Comments".

L APPLICATION OF THE SYSTEM

It will be necessary, during the test, to demonstrate sufficient knowledge of The System to be able to apply it in its correct sequence. This is the cornerstone of advanced riding and inconsistencies in its application will affect any grade awarded. To achieve a Gold or Silver standard the system should be applied consistently throughout the test. A Bronze grade may be typified by inconsistencies in its application.

- 1 Excellent. Fully systematic, every feature considered in sequence.
- 2 Well demonstrated, allowing good wide safety margins.
- 3 Generally good although slight lapses in application.
- 4 System well used and understood although a little hurried in application.
- 5 System application was inconsistent; this did not detract from the safety of the ride, but affected the quality.
- 6 Rushed application resulting in entering hazards with poor safety margins.
- 7 Shows little knowledge of the system.
- 8 Poor. No disciplined approach to the ride.
- 9 See "Overall Comments".

M ROAD POSITION

The rider should demonstrate the ability to position the machine in order to obtain the best advantage that is available in any given circumstance. The rider must also understand that at times a position will have to be sacrificed for the sake of safety, which is paramount.

- 1 Excellent. Early and accurate positioning ensured the bike was always in the best position at all times.
- 2 Positioning generally good.
- 3 Positioning on the approach to hazards was good.
- 4 Position was adopted late and not accurately.
- 5 Positioning in town was generally acceptable although could become bogged down in traffic.
- 6 More use could have been made to position the bike for benefits in visibility or safety.
- 7 Did not use the "hold back" position to good effect, sacrificed some visibility.
- 8 Progress by filtering in traffic had little regard for safety.
- 9 Positioning in traffic was poor.
- 10 Sometimes crossed or rode on lane lines unnecessarily.
- 11 Often failed to position for maximum view.
- 12 See "Overall Comments".

N CORNERING

The rider should demonstrate accurate positioning on the approach, the right choice of speed and the correct gear. The line taken should allow an optimum speed through the corner and afford maximum view without compromising safety. The machine will leave the corner on the correct side of the road, be able to remain there and be stopped within the distance the rider can see to be clear.

- 1 Excellent: All four corner principles applied
- 2 Good. Fluent and accurate bend lines shown.
- 3 Cornering principles basically correct although the candidate needs to relax more, and look where the bend is going rather than where the machine is going.
- 4 Good. Although lacks the fluent movement when changing from one bend line to the next.

Continued overleaf

- 5 Corner speeds are too slow to allow the motion to be fluent.
- 6 Lacks the ability to consistently and correctly assess the severity of a bend.
- 7 Tentative when banking the machine.
- 8 A tendency to rush in too fast making the corner ragged. Must adjust the speed earlier on the approach rather than in the bend.
- 9 Lacked any flow or smoothness through bends.
- 10 See "Overall Comments".

P SIGNALLING

Signals should be given only in circumstances where they will help or warn other road users. They must be given in good time so that they indicate what the rider is intending to do and not what is being done.

- 1 Given as and when required.
- 2 Signals correct and well timed.
- 3 Tended to signal after or at the same time as the manoeuvre.
- 4 An arm signal would have been helpful on occasions to supplement mechanical signal.
- 5 Numerous unnecessary signals given. Signals automatically without thinking.
- 6 Signals too late/early with the potential for misunderstanding.
- 7 Failed to cancel signal on occasion.
- 8 See "Overall Comments".

U OVERTAKING

Overtaking must always be conducted safely. There should be evidence that the candidate has recognised an opportunity and planned the manoeuvre, even if it is not carried through. Correct positioning and acceleration sense will add smoothness and finesse to this manoeuvre. Remaining in the overtaking position for long periods may indicate a lack of forward observation and may be interpreted as being aggressive. Consistently exceeding a speed limit to overtake is not acceptable.

- 1 Excellent. Well planned and executed overtakes demonstrated.
- 2 Good. Well planned, no opportunities lost.
- 3 Generally good, although the execution can suffer as a result of not getting in touch with the vehicle to be overtaken.
- 4 Lacks the will to get to grips with the traffic in front, content to maintain position.
- 5 Lost all pace rather than deal with overtakes.
- 6 Hurried and with little forward planning.
- 7 Failed to appreciate offside dangers when considering overtakes.
- 8 Rushed with little finesse shown. Untidy execution.
- 9 See "Overall Comments".

SECTION THREE: GENERAL ABILITY

V DEPORTMENT/TEMPERAMENT

Alertness and concentration should be evident. A comfortable position, allowing the rider easy access to the main controls, and a calm, controlled and assured manner is desirable. The rider should act in harmony with the machine.

- 1 Excellent, a relaxed rider - calm and confident.
- 2 Generally relaxed and comfortable in full control at all times.
- 3 Appeared a little tense at times.
- 4 Rider and machine did not appear to blend.
- 5 Showed some test nerves.
- 6 Borders on aggressive.
- 7 See "Overall Comments".

W CONSIDERATION & RESTRAINT

A positive, thoughtful, progressive ride is required yet self-discipline and restraint should be present in order to ensure safety. Creating too many opportunities for others may be appreciated but may adversely affect the opportunities to make progress during the test.

- 1 Very considerate, courteous and safe at all times.
- 2 Showed good restraint; a thoughtful rider.
- 3 A courteous and considerate rider.
- 4 Over courteous, causing unnecessary delay.
- 5 Not very good - not enough thought applied to ride.
- 6 Bordered on aggressive at times.
- 7 See "Overall Comments".

X SPEED/PROGRESS

The candidate must be able to demonstrate the ability to ride up to the legal speed limits where circumstances allow and to maintain an appropriate speed for the circumstances at all times. Accurate adherence to all speed limits will be required although exceeding a speed limit to accelerate away from danger may be acceptable. **Consistently** exceeding a limit is unacceptable and will lead to a fail being awarded. Riders who are over cautious may also create an unacceptable risk.

- 1 Excellent; well up to legal limits when circumstances permitted.
- 2 Made intelligent use of speed, observed limits well.
- 3 Good variation allowing smooth progress.
- 4 On occasions a little too keen to make progress, to the detriment of the ride.
- 5 Pinched a little too much in the lower limits.
- 6 Too brisk in some situations.
- 7 Speed dominated and spoiled the ride.
- 8 Reluctant to make progress, where circumstances allowed.
- 9 Consistently in excess of the legal limits.
- 10 See "Overall Comments".

AX OBSERVATIONS (Linked to use of mirrors)(Includes judging Distance and Reaction to Signs).

Candidates will be expected to actively seek information about changes in the short, medium and distant views, including recognising and reacting to road signs. The depth and width of the field of view will vary according to conditions and type of road. It is not enough merely to acknowledge a change in road surface, traffic conditions or road signs, but how this is analysed and ordered in developing a riding plan. Acceleration sense should be used to maintain an appropriate position in relation to other traffic and demonstrate the candidate's ability to accurately judge distance.

- 1 Excellent, with good hazard perception and use of road signs/markings and observation links.
- 2 Impressive and above average.
- 3 Good use of observation gave time to react.
- 4 Generally good, but road surfaces needs more attention in respect of drain covers and the like.
- 5 Good in built-up areas, but scanning not projected far enough on open roads.
- 6 Satisfactory, with room for improvement in terms of depth.
- 7 Greater "width" of observation would have improved progress on the approach to junctions and roundabouts.
- 8 Inconsistent ability to read and interpret road signs.
- 9 A definite need for improvement in most situations; observation must be extended.
- 10 Late to see potential danger.
- 11 Poor; did not look for observation links.
- 12 See "Overall Comments".

DX CONCENTRATION

Concentration and alertness are keystones of good riding. Early identification of possible hazards will become evident by the timely adoption of an appropriate riding plan.

- 1 Concentrated well throughout test.
- 2 Very good at all times.
- 3 Generally good.
- 4 Good, but lost some consistency towards the end of the test.
- 5 Generally good but appeared to be affected by pressure of events.
- 6 Affected by minor mistakes.
- 7 Lost their concentration through the test.
- 8 See "Overall Comments".

EX MULTI-LANE CARRIAGEWAYS and MAIN ROUTES

Joining the multi-lane can be from either lane of the slip road and will depend on traffic conditions. Use of the relative elevation of the slip road and motorway may give a better view of the motorway. Acceleration sense should be used to achieve an appropriate merge speed. Speed and following distances should be appropriate for the conditions. When leaving the motorway the candidate should be in lane 1 before the 300 yard marker and if necessary signalling that intention.

- 1 A very impressive, safe and expeditious ride.
- 2 Showed a complete understanding of driving on multi-lane roads.
- 3 Satisfactory.
- 4 Safe with good progress.
- 5 Occasionally followed to close to other traffic.
- 6 Tended to leave lane changes rather late, the course deviation could have been shallower and longer.
- 7 Riding on multi-lane was satisfactory, but use of slip road and acceleration lane on entering could have been better planned.
- 8 No right signal to merge where circumstances required.
- 9 Poor use of lane discipline.
- 10 Spent too much time in centre lane on three-lane carriageway.
- 11 Did not fully anticipate the movement of other traffic.
- 12 No opportunity to use a motorway on this occasion.
- 13 Speed consistently in excess of national speed limit.
- 14 See "Overall Comments".

HIGHWAY CODE**FX**

A comprehensive knowledge of the Highway Code is required.

- 1 Comprehensive knowledge.
- 2 Good knowledge and understanding.
- 3 Satisfactory.
- 4 Poor knowledge.
- 5 See "Overall Comments".

MAINTENANCE**GX**

Drivers should be aware of the type of information contained in the owner's handbook.

- 1 Excellent, complete comprehensive knowledge.
- 2 Good knowledge and understanding.
- 3 Satisfactory.
- 4 Poor knowledge.
- 5 See "Overall Comments".

