

RoSPA Advanced Drivers and Riders

Advanced Tutors Training Guide: Cars

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accidents don't have to happen

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Introduction

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

Local RoSPA Advanced Drivers and Riders groups promote advanced driving or riding, and provide free tutoring to help local people to prepare for, and take, RoSPA's advanced test. In order to do this, Groups have at least one Advanced Tutor whose role is to train and approve Group Tutors to help members to prepare to take the RoSPA Advanced Test.

This Advanced Tutor's Guide sets out the qualifications required for Advanced Tutors, and the process for groups to prepare and manage their Advanced Tutors. This guide does not detail how an Advanced Tutor should tutor, but it does provide advice and highlight some pitfalls and tricky areas of tutoring.

Who is this guidance intended for?

- RoSPA Advanced Drivers and Riders Group committees operating under the RoSPA Advanced Drivers and Riders Accreditation scheme.
- Group members who hold a RoSPA National Diploma in Advanced Driving Instruction (Diploma holder) and those who are or wish to become RoSPA Advanced Tutor
- RoSPA Examiners who are part of a RoSPA Group and who act as an Advanced Tutor.

What qualifications are required to become an Advanced Tutor?

An Advanced Tutor must:

- Be a current member of RoSPA Advanced Riders and Drivers
- Hold a full valid driving licence for the type of vehicle used in tutoring
- Be medically fit to drive
- Have passed their most recent RoSPA Advanced Driving Test at silver or gold grade (groups may specify gold grade only)
- Be a member of a group
- Have passed the Advanced Tutor Test
- Be registered as an Advanced Tutor for the Group at RoSPA HQ.

A RoSPA Diploma Holder or a RoSPA Examiner will automatically qualify as an Advanced Tutor.

The Advanced Tutor Qualification cannot be used to provide commercial training services, anyone who wishes to do this is required to have or gain a Diploma.



Advanced Tutor Application Process

An individual must have the support of a group to apply to become an Advanced Tutor, hold a current silver or gold grade and may already be a group tutor.

Candidates can apply online at www.roadar.org. RoSPA will check the candidate meets the qualifications listed above on receiving the test application.

The group allocates an existing RoSPA Advanced Tutor, or Diploma Holder to assess the candidate and provide any necessary tutoring/training and supervision to pass the Advanced Tutor test.

Once the candidate is ready, s/he must take and pass the Advanced Tutor Test. This is described fully in the RoSPA Advanced Tutor Test Factsheet, but it includes the following:

- A theory test of Roadcraft and The Highway Code
- A test of the candidate's ability to carry out vehicle and driver checks and discuss aspects of basic maintenance to the standards of the current edition of Roadcraft
- A practical RoSPA Advanced Tutor Driving Test
- A scenario test in which the candidate acts the part of an Advanced Tutor, with the person assessing them acting the part of a trainee Group Tutor.

Once an individual has passed the Advanced Tutor test, RoSPA will update their record to ensure that they are covered as an Advanced Tutor under the RoSPA Advanced Drivers and Riders Scheme and insurance.

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

Once a person has passed a RoSPA Advanced Tutor Test they may retain that qualification as long as they pass their advanced driving retest every three years and as long as the Group wishes to retain their services in that role. If a group no longer wishes to retain an Advanced Tutors service they will remain on the RoSPA Advanced Tutor register but can only use the qualification for groups that agree to use their services.



Managing Advanced Tutors

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

- A clear definition of the role of Advanced Tutors within their group and how they operate.
- A clear Code of Conduct
- Advanced Tutor Session planning
- Advanced Tutor records
- Suitable regular update and feedback for Advanced Tutors
- A commitment to provide suitable support for Advanced Tutors
- A commitment to ensure that there are sufficient Advanced Tutors to meet the needs of Group Tutors.

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

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

All Tutoring must take place in the candidate's vehicle and not the Advanced Tutor's vehicle. Demonstration drives are not covered by RoSPA insurance.

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

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

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

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



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Code of Conduct

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

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

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

Dispute and Resolution

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

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

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



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Advanced Tutoring Process:

Groups are responsible for setting standards and training for the operation of their Advanced Tutors.

Aim

The overall aim of Advanced Tutoring is to help potential Advanced Tutors to develop, practice and enhance the core skills necessary to train and develop Group Tutors.

Key Objectives

To ensure that Advanced Tutors:

- Pass RoSPA's Advanced Tutor test.
- Understand health and safety and risk assessment methods.
- Understand aids and barriers to learning.
- Understand how personal factors affect performance and learning.
- Can demonstrate the correct use of classroom equipment and management.
- Can explain performance assessment and methods of recording performance.
- Can give remedial help and advice and monitor the effectiveness of that advice.
- Understand the advice contained in Roadcraft and The Highway Code and how best to communicate that guidance to trainees of varying skill levels.
- Can assess and record the learning progress of trainees.

Effective Advanced Tutoring

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

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

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

- [National Driver/Rider Training Standard](#)
- [National Standard for Developed Driving Competence](#)
- [Car and light van driving syllabus](#)

Advanced Tutors should also have a working knowledge of the Goals for Driver Education (GDE framework) that can be found in the current edition of Roadcraft, along with an understanding of how the competencies can be used to tutor safe drivers.



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They also need to maintain that high level of knowledge as the publications are updated.

Advanced Tutors will be required to undertake preparation for each element of tutoring in their own time. They should be encouraged to use checklists with key words. No-one can remember everything and a structure that can be used by the Group Tutor and copied as an aide memoire for the trainee is useful.

Advanced Tutors must also be able to demonstrate that they have a working knowledge of how adults learn (Andragogy)¹, which is different from how children learn (Pedagogy). We all learn differently, and an Advanced Tutor needs to be able to quickly distinguish between reflectors and activist's styles of learning and teach to individuals needs (see Learning Styles on page 10). Colleges and Universities across the country provide courses and qualifications that can be completed from home or with just a few hours a week of attendance.

Advanced Tutors need much more than advanced driving knowledge and skills; they also need good communications skills and to be able to respond accurately to trainees' questions. For instance, patience and effective listening skills are essential so that Advanced Tutors can really understand what their trainees are saying.

Tutoring

Advanced Tutors need to be able to:

- Recognise driving skill levels,
- Recognise driving faults and applying remedial tutoring,
- Plan tutoring sessions
- Monitor and record a Group Tutor's learning progress
- Provide effective feedback.

Advanced Tutors also require good organisational skills and computer skills.

Driving as a Tutor differs from driving as an advanced driver. Driving as a Tutor means keeping the skill level of the trainee in mind, or risk leaving their learning behind. With commentary, for instance, the Advanced Tutor will need to graduate the amount of information the Group Tutor can cope with, particularly in the early stages of learning. It certainly takes some getting used to and is essential understanding for an effective Tutor.

Asking open questions will gain good information. When using open questions, the control of the conversation switches over to the person being asked the question, which begins an exchange between the people. If the control of the conversation stays with the person asking questions, it can feel more like an interview or interrogation than a conversation. Most drivers know what their particular problem area is, so ask. "What do you find a problem"? They will tell you and so that is where teaching starts.

An effective Advanced Tutor will have the following skill sets:

¹ Knowles, M. S. et al (1984) Andragogy in Action. Applying modern principles of adult education
<http://infed.org/mobi/malcolm-knowles-informal-adult-education-self-direction-and-andragogy/>



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Fault recognition

The Advanced Tutor should be able to see all faults shown by the trainee. Being poorly positioned means the Advanced Tutor may miss areas of brake and clutch use and possibly be unable to see if the mirrors are used in a systematic way. The Advanced Tutor may with the vehicle owner's permission, place an additional rear view mirror inside the vehicle so they can see what is behind and gauge the driver's reaction.

Fault analysis

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

Intervention and remedial action

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

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

Judging the Level of tuition

The trainee Group Tutor may well be a driver at or near RoSPA Gold grade. The Advanced Tutor should be able to gain sufficient information from open questions to the student to determine the level at which to pitch their tuition.

Learning about using open questions to gain information more effectively is a key skill for a Tutor. For example; "Do you do many miles a year?" That closed question could be answered yes, no or "2,000". None of those answers give the full picture. Make it more of an open question, for example, "Tell me about your yearly driving experience" may well reveal more detail about total mileage, types of roads and journeys, whether passengers are carried and so on.

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

Approach and Manner

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



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Communication

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

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

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

A good presentation must be:

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

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

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

A presentation should transfer knowledge and improve education and understanding. Learning and understanding is affected by **FIDO**:

- **F**requency of what is said.
- **I**ntensity with which it is said.
- **D**uration - keep the message short, simple and direct.
- **O**ver again - summary of the main points.



Learning Styles

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

Activists

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

Reflectors

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

Theorists

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

Pragmatists

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

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

Trial and error

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

Being told

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



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Imitation

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

Thinking

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

Overcoming the Barriers to Tutoring

At some stage of an Advanced Tutor's career they will have trainees who may be difficult to work with and must be able to cope with these types of trainees, turning their negativity into a positive learning mode.

It is important to maintain the trainee's attention. Advanced Tutors have the opportunity to set the scene, the mood and the standard for the session. A professional, flexible and positive approach will help to create a learning mind set.

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

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

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

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

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

- **I've been misunderstood!**

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



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

Training Group Tutors

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

Developing learning skills and being able to teach is a continuous process. Advanced tutors are required to review Group Tutors ability on a regular basis, ensuring that group tutors are keeping their own skills current with teaching practice, and the ever changing and increasingly complex traffic environment. This will ensure that Group Tutors gets the best out of themselves, their vehicle and their trainees.

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

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

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

Advanced Tutors should, therefore, develop classroom sessions for trainee Group Tutors which include a test of knowledge. Are they willing to learn? Are they willing to discuss skills with their trainee? They need to show they will discover the level of their trainee with regard to all the various skill sets and then provide tutoring with the trainee’s agreement. That means the Group Tutor has to show empathy with the trainee and teach them as an individual, rather than just deliver a programme which the trainee has to keep up.

Human Aspects of Performance

All drivers know that on some days they feel and perform better than on others. On some days they tend to have more near misses than on other days. This applies equally to people being tutored.

Performance and relationships with others are affected by our physical condition, state of mind and attitude. Similarly, a trainees’ attitude will affect their willingness to accept what their Group Tutor is saying. Group Tutors need to adopt a different tuition style tailored to the personality of individual students to help them



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gain the most from the advice given to them. They will need also to recognise the various limits of their students and ensure that their safety is not compromised.

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

Concentration

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

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

When tutoring, Group Tutors will need to focus their attention on the tutoring and safety needs of the trainees and intervene when necessary. This added responsibility means that Group Tutors must take care to be aware of the possible onset of mental fatigue, particularly when starting to tutor others. The Advanced Tutor will need to structure sessions so that Group Tutors are aware of how to give information and tutor in a reasonable time frame.

What does intervention mean? An example may be where a Group Tutor sees the trainee taking a position on approach to a bend that is not the best for safety, stability or sightlines. Seeing that fault develop more than once should nudge the Group Tutor to applying remedial advice and training fairly soon. This is because such a bend approach position may compromise and increase risk.

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

Defensive Thinking and Systematic Driving

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

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



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Being aware of, and applying, the System gives Advanced Tutors, Group Tutors and their trainees the essential benefits of defensive motoring - space and the time to react to the actions of others. This is reliant on a planned and systematic approach to the many hazards encountered in an increasingly complex and unpredictable traffic environment.

A Group Tutor must have an intimate knowledge of the concepts outlined in Roadcraft, and be able to demonstrate the technical skills indicated. Group Tutors must also be able to discuss points raised by their trainee, which will often be during the road during a debrief. Having the knowledge is admirable; being able to explain how the System is useful is an essential skill.

Controlling a Practical Driving Tutoring Session

The first meeting between the tutor and the associate is most important and should take place with adequate preparation. It should include a formal introduction (Ideally by personal introduction, but by letter if necessary) by the Group training officer or similar. An outline discussion covering the trainee's driving experience and expectations, and those of the tutor, should be covered at the first meeting. It is important that the tutor and trainee are comfortable working together, and the training officer (or similar) should be available to help at any time if a re-allocation is desirable for any reason.

The tutor should select a safe public area if the meeting is not at fixed premises

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

RoSPA's Car and Bike Test Guidelines make it clear that at no time during tutoring, can a Tutor agree to, or condone breaking any traffic regulation. There is a misconception amongst certain drivers that it is OK to break a speed limit simply to complete an overtake, for example. This is not so and any driver who has doubts about their ability to make the necessary judgements of time, distance and speed is not an efficient driver.

A Tutor who condones such thinking is not representing themselves, RoSPA or their Group well and can leave themselves open to legal consequences.

Control is best gained during the drive or session briefing, which is when the Tutor explains how they will manage the session. The Tutor can ask the trainee to assist by following some simple rules.

Before a driving session starts, the Tutor must:

- Check the trainee has the correct documents (valid driving licence, motor insurance). This is only required at the start of the tutoring course. Not every session.
- The driver is fit to drive and passes a number plate eyesight test
- The vehicle is in a safe, roadworthy and road legal condition

Trainees need advice about the test/training guidelines, Roadcraft and The Highway Code for their confidence.



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All Tutors should explain that we do not break any Traffic regulations or make any other road user change speed or direction. That needs to be very clear. No speeding. If a trainee cannot judge speed, distance and time then they need more training until they can. All tutoring is based on Roadcraft and The Highway Code and neither advocate breaking traffic laws.

The route is a worry for most trainees. They don't want to get lost but they will be nervous, everyone is. Tell them how you will give route directions. Keep it simple and safe. Explain how you will give a commentary from the front passenger seat if it is practical. This is a good way for trainees to learn but they must not be overloaded. Keep to their skill level, not yours.

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

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

Feedback and Encouragement

An Advanced Tutor, who is knowledgeable in recognising faults and applying remedial measures, will ensure that quality feedback is provided to Group Tutors. Feedback is essential to assist the Group tutor in furthering their ability to tutor students. Often Group Tutors are tempted to provide the student with a 'shopping list' of faults that can lower the student's confidence. The ability of the Group Tutor to demonstrate they have the student's current and future learning at heart is essential to gaining the student's confidence. This in itself will enable the development process to continue.

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

The Advanced Tutor should demonstrate that they can provide a structured debrief, which should provide quality feedback and remedial measures to the faults displayed. This should include provision for further training sessions. Remedial measures should be consistent with information provided in the latest versions of The Highway Code and Roadcraft.

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



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Encouraging feedback will allow trainee Group Tutors to test understanding and positive feedback and enable Trainees to achieve a better performance. Failing to give feedback correctly will encourage them to fill the void by making assumptions that may be the opposite of what was intended. Providing and getting feedback is, therefore, essential.

Vehicle and Maintenance Knowledge

All advanced drivers are aware of the need to carry out a vehicle check before using it. The reasons are well documented in Roadcraft. As an Advanced Tutor, that knowledge has to be supplemented with the extra dimension of preparing a trainee Group Tutor to help a driver to do vehicle safety checks.

The effective Tutor will be aware of the health and safety components in checking a vehicle. They will also be aware of the risks arising from a poorly checked or maintained vehicle. So, their knowledge and experience must expand to include helping a potential Group Tutor to make sure they can help their trainees conduct vehicle checks.

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

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



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Conclusion

Advanced Tutors are a crucial part of RoSPA Advanced Drivers and Riders. Their role is to train and approve Group Tutors to help group members to prepare to take the RoSPA Advanced Test. Every local group of the RoSPA Advanced Drivers and Riders must have at least one Advanced Tutor.

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

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

Groups must ensure that their Advanced Tutors are suitably qualified and operate a process for preparing and managing their Advanced Tutors (based on this guide of the Group's equivalent version).

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





accidents don't have to happen

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