



# MYAM



## Mid Yorkshire Advanced Motorists Observer Training Guide



## Preamble

This Observer Training Guide was prepared with close reference to the original IAM Observer Training Guide issued in January 2001. The original guide was developed with input from IAM groups and IAM officials of that period and acknowledges in particular the then National Groups Committee, Neil Sturrock, the primary author and Mike Lyne, later an IAM Trustee. The many people involved in the drafting of the guide were themselves observers with much experience to pass on.

The senior Observers in MYAM were unanimous in the view that the original guide was an excellent reference for both existing and new Observers, particularly the latter. However, it was prepared under a qualification regime which is now obsolete. The current IMI based structure recognises National Observers, tested by IAM RoadSmart examiners, and Local Observers mandated by group appointed assessors. It is supported by a great deal of published information. However, most of this is directed towards explaining the standard which must be reached to be recognised as competent in either level of qualification. It gives little guidance on the methods and techniques that need to be mastered to achieve competency and observe productively. The original guide was designed to do precisely that.

For this reason, the group felt a revised version of the guide, suitably amended to be relevant under the IMI structure, would prove useful to MYAM Observers at all levels. Accordingly, this amended guide has been prepared, incorporating as few substantive changes as possible, thus recognising the comprehensive content of the original. The nature of the Observer's task remains the same, which implies that the guidance originally given remains apposite. Only the qualification differs; the practical delivery of guidance is unchanged.

## **Levels of Observer:**

### **Trainee Observer**

Trainee Observers work through basic training under the guidance of a National Observer who is also qualified as a Local Observer Assessor. The LOA mentor will prepare and deliver a programme that includes practical observing of qualified advanced drivers and submit a final report when the trainee reaches full competency.

### **Local Observer**

On completion of the training course, and subject to the submission of the final competence document by the Local Observer Assessor who has been mentoring the mentor, trainees will be registered as qualified IAM RoadSmart Local Observers.

### **National Observer.**

As experience is gained observers may advance to become National Observers by mastering the differences in the competency at this higher level and submitting to assessment by an IAM RoadSmart Service Delivery Manager.

## **Important Note**

The competencies at both Local and National level are fully listed in a document available to download from the IAM RoadSmart website under the Observer panel of the main dashboard. Look for the IAM Car Competency Document. The document presents the details of the particular standards that must be achieved to be judged competent. It is not necessarily helpful in a practical way, describing what should be done, but not fully explaining how it should be achieved. The document is also quite long. It is therefore advisable to download it to use as a reference. Also available to download are the forms, LOPS Car Form and NOPS Car Form, upon which the final assessment is reported at both levels. These are much more concise, listing the competencies on a couple of sheets. The various aspects are numbered consistently in both the Assessment Forms and the Competency Document, making it easy in cases of query regarding the assessment forms to refer to the full detail in the competency document.

It is advisable to log in to the RoadSmart website, review all the available documents and forms, and download the relevant ones. Similarly, the MYAM website offers further information to download. Log in and follow the resources tabs to the pages for Observers and Trainee Observers.

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## **1 GUIDE FOR NEW OBSERVERS**

### **1.1 Introduction**

This guide is provided to give both aspiring new Observers and existing Observers guidance on carrying out the rewarding task of preparing an Associate Member for the Advanced Test in an efficient manner and to give advice on what to expect when training for this role.

Every existing Observer knows that the first time they sat in the passenger seat of a car and attempted to pass on acquired knowledge to the “Associate” in the driving seat, it was not the easiest thing in the world. The question “Why am I here?” quickly arose.

This guide is intended to put into perspective the task of ‘Observing’ and to give you a few hints and tips on how to survive the initial stages of this new experience and advises on the skills and knowledge required to go on to become a fully-fledged Observer reaping the benefits of this rewarding activity.

### **1.2 Advice for New Observers in Training**

Most new, or potential new, Observers will have just recently passed the Advanced Test and be carrying on, almost immediately, to train for this new role. For others there may have been a longer break before deciding to undergo training.

No matter which of these scenarios you fit into, it is important to approach Observer training as a new discipline that you are learning from scratch. The theoretical knowledge that you have retained, either fresh in your mind, or a little rusty after a longer period since undertaking the test, will certainly be of value and is the foundation on which to build a greater depth of knowledge of Advanced Driving. The practical application of Observing will come as a new perspective on advanced driving.

It is important to be prepared for a few hiccups during your initial attempts to apply a familiar discipline from a different perspective during the training. The training sessions are designed to give you the opportunity to make mistakes and to learn how to develop the new skills required to perform the work of an Observer and to settle into this role before taking on your first Associate. Expect to feel a little as you did when you first started preparing for the advanced test, having to think of 101 things at once, but this time the concentration of effort will be on the timing of your delivery of commentary or advice to your driver. You will now need to be thinking even further ahead. Soon, as with every other skill, you will find most of it becomes automatic, allowing you to think more clearly as you conduct Observed drives.

Just like your preparation for the Advanced Driving Test, you will find that with patience and a positive approach you will soon get to grips with the new skills and enjoy the challenge of putting them into practice. Also, the further observation and anticipation skills will make you an even better driver.

You will be guided by an experienced Observer or Senior Observer through your training, who will have gone through the same experience in the past and can therefore give advice on how to overcome any difficulties; so don't be frightened to ask questions and above all, enjoy the experience.

### 1.3 Responsibilities

One of the charitable aims of IAM RoadSmart, and therefore by implication of Mid Yorkshire Advanced Motorists, is to endeavour to make the maximum possible contribution to road safety by encouraging as many drivers as possible to prepare for, and take, the Advanced Test. In other words, we want to convert the largest possible proportion of the driving community to knowledgeable, enthusiastic, competent, thinking, safe drivers. Observers are responsible for delivering that aim, which for most drivers who seek advice from RoadSmart, in preparation for the test, is the level they wish to achieve. The guidance programme contained in this guide provides the framework by which to reach that goal. For the enthusiasts who strive for perfection, there are opportunities to carry on beyond the RoadSmart Advanced test, by taking part in other activities such as driving competitions, training as Observers or carrying out demonstration drives and ultimately the IAM RoadSmart Masters Test. Trying to achieve a level of competency way above test standard with every Associate will see a higher dropout rate and will waste your valuable time as an Observer. Spending double the time necessary with each Associate to achieve an extra 10% improvement means denying another driver the opportunity to become an advanced driver.

The sole responsibility of the Observer is to guide Associates in such a way that they improve their existing skill level, learn new skills and, having developed their driving ability to an advanced level, achieve the goal of passing the IAM RoadSmart Advanced Driving Test. In doing this, the Observer must endeavour to perform this task in the most efficient manner possible, while allowing the experience for both the Associate and the Observer to be an enjoyable one. The following sequence, which is applied to other activities such as sports coaching, should always be borne in mind:

#### **SAFETY      ENJOYMENT      LEARNING**

Safety is of course paramount. For all MYAM observing activities, risk assessments are available with which Observers should be familiar. Following on from this the next priority should be to make the experience of preparing for, and undertaking the Advanced Test, as enjoyable as possible. If the driver is enjoying themselves, they are likely to learn more quickly and to take a pride in their new skills. Within the environment created by application of the first two considerations, the Associate will be able to learn and improve on their skills with maximum efficiency.

The Observer's task is not only to add new, or refine further, the Associate's technical skills, but to introduce and build the attitudes that are so important to being a successful 'Advanced Driver'. Advanced Driving is therefore not only about how to handle a vehicle; the driver must be absorbed into the complete culture associated with this discipline, becoming a thinking driver. Developing the Associate's skills in courtesy, restraint and a spirit of co-operation with fellow road users, combined with an attitude of controlled professional and methodical driving, displaying a high level of concentration should be the Observer's underlying aim.

Remember the phrase; 'Quiet Efficiency'. Your task is to produce a candidate for test who can display this quality, allying the appropriate attitudinal and technical skills.

Let us now examine the practical aspects of achieving this goal.

## 1.4 The Role of the Observer

The most important things to be aware of at this first stage are as follows:

### 1.4.1 The Observer in a Coaching Role

**MOST IMPORTANT - YOU ARE NOT TEACHING SOMEONE HOW TO DRIVE A CAR.** The Associate can drive. They have a licence (or should have a licence) which indicates that they have attained an acceptable standard in the skills required to drive a particular class of vehicle unsupervised.

The job of the Observer, therefore, is to refine these acquired skills and to introduce new concepts and more advanced skills to enable the Associate to achieve a higher standard.

This sets the attitude and the approach to be adopted during the guidance sessions. The Observer should see themselves in the role of a coach, co-ordinator, and adviser - **NOT INSTRUCTOR**. "Thou shalt do...." is not the approach to adopt; the Associate must be treated as an equal - you are simply a bit further ahead on the learning curve.

### 1.4.2 Motivation

Why does the Associate want to find out more about 'Advanced' driving?

If you can get the answer to this question you will have found a very valuable asset which can be used throughout the whole preparation period for the Test. Use this as a focus of the drives. Relate what you are doing to the reason for the Associate being there in the first place and it will prove to be a very important motivational factor. Therefore - **GET TO KNOW YOUR ASSOCIATE.**

The other important aspect of motivation is that you, the Observer must be enthusiastic and encourage a keen interest in the Associate, inspiring them to seek knowledge and to perform to the best of their ability.

### 1.4.3 Communication

Simple rules about communication:

**Giving Directions:-** Route directions should be given clearly and in an authoritative tone as well as in good time for the driver to respond correctly e.g. "at the end of the road, turn left", or "I want you to take the next road on the right". To avoid confusion, you can confirm the instruction by adding further information. e.g. "I want you to take the next road on the right; that is just before the phone box", or "at the roundabout, follow the road ahead, that is the third exit. You will require to approach in the centre lane; maintain that lane through the roundabout".

### **IMPORTANT**

Avoid any confusing choice of words. The potential for confusion were you to say "Please take the next turning on the left. Right?" should be fairly obvious. A comment such as "At the crossroads go straight ahead" may produce just that, in defiance of the Give Way sign and any conflicting traffic.



It is also good practice to totally avoid using words or instructions like **GO** as this can, in the heat of the moment, be misinterpreted when the Observer actually said **NO**.

It should be made clear at the commencement of guidance sessions and reinforced throughout, that all decisions on whether to proceed with a manoeuvre are ultimately the responsibility of the Associate (the driver) who is in charge of the vehicle. The driver will have signed the IAM RoadSmart disclaimer form (of which you should keep a copy) at the commencement of training but the driver's responsibility should be verbally emphasised at the start of every observed drive. See the disclaimer in clause 3.3.4 on page 32.

## 1.5 GIVING EXPLANATIONS

The general rule is: - KEEP IT SIMPLE, KEEP IT CLEAR, KEEP FOCUSED AND TO THE POINT, ADD INTEREST AND ENTHUSIASM, DON'T RAMBLE.

Avoid being too technical with an Associate who does not understand what is under the bonnet. Use simple illustrations and examples to explain difficult technical points. Use diagrams - most people learn by seeing things. Encourage questions from the Associate.

Giving Instructions. If you are having to conduct a guidance commentary drive from the passenger seat, which is usual practice during the course of an observed drive, make it relevant to the objectives of the drive. Concentrate on only one or two aspects, don't overload the Associate. Ensure that the Associate understands the main subject being addressed at each stage of the drive.

For example, if the main theme of a particular drive, or part of a drive is IPSGA, the core driving skill, make sure that you keep to that theme and don't introduce advice and correction for other skills. Giving introductory guidance on the IPSGA does involve the development of forward observation skills. Ensure, therefore, that the observed hazards, actual or potential, are related to the application of the system, IPSGA. This is important, even if only to note the hazard is no immediate threat, therefore the present position, speed and gear can be maintained. Each phase is considered but does not necessarily demand action. Avoid extraneous observation links that are not relevant to IPSGA in relation to the hazard. You will develop the Associate's advanced observation skills step by step throughout the course. At this stage, keep it simple and focussed.

## 1.6 How to Structure an Observed Drive

A glance through the handbook 'The Advanced Driver Course Logbook', or 'Roadcraft', will reveal a similarity in the order of addressing the various subjects that must be covered when learning Advanced Driving skills. If you have a copy, you will find the old guide 'How to be an Advanced Driver' is very similar. In practice the introduction and development of these skills is difficult to achieve exactly in the order of the written material when guiding Associates. Experience has shown the various subjects overlap, which need to be recognised. For example, as the System of Car Control is based on Information which is mostly derived from Observation. Those aspects must needs be covered together. Clause 3.6 on page 36 of this guide gives a more detailed sequence for introducing the various skills so as to build from the basics upwards

The schedule shown below also gives a logical approach to use when guiding Associates in preparation for the test. It may be that some variation is necessary, or the opportunity

arises to change the sequence and there will, of course, be a level of overlap. It is up to the Observer, using their knowledge and developing experience to introduce additional skills to the Associate at an appropriate time. For example, it would not be wise to develop a more progressive approach to rural driving before cornering techniques had been addressed and you were satisfied that the Associate was capable of handling the car in this environment.

**Attitude:** The correct attitude will be passed on throughout the course, as a continually reinforced discipline

**Technical Skills:** Starting & Stopping Drills including Cockpit Drill  
 The System of Car Control  
 Observation – introduction, as part of IPSGA, the ‘System’  
 Use of Controls - Steering, Brakes, Accelerator, Gears  
 Use of Mirrors  
 Use of Signals  
 Observation - Advanced  
 Positioning  
 Cornering  
 Overtaking  
 Progress and Use of Speed  
 Commentary - introduced at an appropriate part of the course and developed

The following steps outline how an Observer should try to structure an Observed Drive with an Associate.

Before the drive begins:

Remember that you are representing the IAM RoadSmart and your Group.

First consider your own approach and appearance. Are you going to give the Associate confidence by your manner and appearance that you are taking this seriously and that you are capable of giving them appropriate guidance? A scruffy appearance will give out all the wrong messages. This does not mean that you should dress formally. A tidy, casual code of dress is usually best. This will help the Associate to relax, instead of feeling that they are about to undergo examination yet give them confidence that you are treating the task seriously, but with a relaxed approach.

Confidence in your own ability is important. Having prepared for the Advanced Test yourself and gone on to train further as an Observer you should realise that you are well qualified to guide someone else in this discipline.

Don't imagine that the Associate is going to be analysing your every move. Anyone coming to your Group to prepare for the Test has already decided that you have a better knowledge and understand that you know best what is required to reach test standard. Associates will certainly ask questions of their Observer, but this is in an effort to gain more understanding of what is required, not because they doubt your word. Perhaps they don't understand the

reasons for using a particular technique. If you display quiet confidence in the way you conduct yourself, you will be unlikely to find difficulty in getting the Associate to accept your advice

It may be that in some instances you are unable to convince your Associate as to why a particular technique is beneficial. Maybe a demonstration, or explanation by another Observer will help. The other option (when all else fails) is to explain to the Associate that this is what is expected for the Test and that they should accept that for the time being and with practice they will come to realise the benefit of using this method. Make sure, however, that you come back to the subject at a later date and confirm that they are happy about this technique.

Be careful and self-critical of your manner and actions in this very closed environment within the car. As previously mentioned, you should try to remain relaxed at all times and endeavour to portray an air of confidence and calm. Watch out that you don't create unease by writing furiously immediately the Associate makes an error. Very often Observers can be unaware of actions or mannerisms that can be misinterpreted or irritate the driver. For example, a sigh could be taken as a sign of disapproval and you didn't even realise what you had done. Don't fidget, point or engage in distracting conversation.

Keep up your enthusiasm, even if things just don't seem to be going right and give constant encouragement.

Positive criticism, giving advice on how to avoid repeating an error and how to improve the performance is always better than merely pointing out an error.

Observer training and refresher sessions are very useful for finding out your own strengths and weaknesses and you should look positively at any advice given on how to improve your own performance as an Observer.

Before you meet someone for a run, make sure you have a route in mind that is tailored to the disciplines you intend to cover in that session.

Be sure that both you and the Associate are sure of exactly when and where you are to meet. Never be late for ANY drive. Ensure you have correct contact details for your Associate so if circumstances conspire to make you late, you can advise the Associate at the earliest opportunity, if you are able.

When you meet, take time to chat (for longer before the first drive) in order to relax the Associate and get them in the right frame of mind for the drive, then go through a briefing with them. Again, this should not be too heavy and formal. You can keep it light and conversational, while still getting things done in a business like fashion, ensuring that the Associate is clear about what is required, what is about to happen and what their responsibilities are.

The first drive will be an exploratory drive for the Observer.

Finally, an important consideration when conducting an Observed Drive is the **length of drive**.

During the early drives, most of the input will come from the Observer as they provide advice and guidance to the Associate. This means that the Associate will be concentrating hard on listening to the guidance you are providing and trying to assimilate this information and its application. As with any learning process it is accepted that full concentration can only be applied for about 30 - 40 minutes, then the concentration wanes and the effectiveness of carrying on rapidly diminishes - the Associate 'switches off'.

Therefore, the total length of drive should be limited to around 45 minutes for the first drive and, as the programme progresses, slightly longer drives will be possible as they take on more of a demonstration / practice / refinement role for the Associate, with less intense input from the Observer. However, if you see signs that the Associate's concentration is dropping, be prepared to stop for a 10 minute break. The final drive, which should be no more than a polishing exercise, should last around 60 -70 minutes to allow the Associate to experience driving for a period equivalent to the length of the test.

## **1.7 Structure of Drive**

### **1.7.1 Introduction / Briefing**

This consists of a résumé of the previous drive (unless this is the first), outlines the objectives for the current drive and how they will be achieved. An important item in the briefing is the Disclaimer. See clause 3.3.4 on page 32 of this guide.

### **1.7.2 Explanation**

At this stage greater details should be given on the subject matter of the drive. Give the opportunity for the Associate to ask questions and for you, the Observer, to find out what the Associate already knows. This sets the scene for the drive.

### **1.7.3 Practice**

At this stage the Associate should be allowed to practice, and the Observer can reduce the amount of prompting. Let them learn for themselves. If a particular manoeuvre does not work out quite as expected, ask the Associate if they recognise why that happened, and if not, explain why you think it was less than successful. For example, if an Associate negotiates a corner too fast, try to home in on the failure of observation or limit point analysis.

### **1.7.4 Validation**

The Observer should be looking for confirmation that the objectives of the drive have been met. This can either be by questioning the Associate on the theory aspects or by seeking confirmation by the Associate's action whilst driving.

### **1.7.5 Setting the next targets**

This is most important. At the end of each drive the Observer should debrief the Associate. This should be constructive criticism of the driver's performance, highlighting positive progress as well as areas of weakness. From this a set of objectives should be compiled for the forthcoming drives and for practice by the Associate between drives. Don't go overboard as you could destroy the Associate's interest and confidence. Lastly, seek

feedback from the Associate on the content of your debrief and on the set objectives. Remember the 'criticism sandwich' and put any adverse comment between points of congratulation, thereby leaving the Associate on a high. This should keep the Associate aware of their progress, what is to be achieved and keeps the guidance structured.

Don't expect perfection at each stage before moving on.

## **1.8 Identification & Correction of Faults**

### **1.8.1 What are faults?**

Faults can be classified as the actions taken or not taken by a driver which either -

- Adversely affect the ability to control the vehicle, or
- Increase the actual or potential dangers to the driver's own vehicle or other road users.

### **1.8.2 Causes of faults**

The reason a driver makes a mistake can be based on one or more of the following -

- Incorrect Attitude - personality, views and personal perception of the Associate of their ability as a driver.
- Incomplete knowledge of Advanced driving skills, Highway Code, Road Traffic (RT) legislation, driving theory and practice, car mechanics.
- Limited skills, for example of car control, hazard perception.
- Insufficient concentration or application to the task.

### **1.8.3 Identification of faults**

A fault is usually identified when a driver does not respond in the correct way when either confronted with a hazard or in the handling of the vehicle.

The correct identification of the fault is the result of finding the root cause of any error, for example:

- Caught behind a bus at the bus stop due to failure to see passengers inside getting up from seat or people at the bus stop - fault is lack of forward observation and anticipation and possible poor positioning.
- Starts an overtake and fails to see overtaking vehicle coming from the rear - fault is use of mirrors / poor observation.
- Car runs wide, over centre line on exit from left hand bend - fault is likely to be incorrect use of principles on approach or a steering fault.

### **1.8.4 Correction of a fault - Where / When / How**

This depends on a number of factors which should be considered by the Observer before trying to correct a fault.

These factors are -

- Standard of the Associate.
- The type of fault which has occurred.
- Road and traffic conditions at the time the fault occurs.
- Speed of the vehicle.
- The purpose, or theme, of the drive - i.e. initial assessment, general guidance drive, Mid Term or Pre Test Assessment drive.

In general the following guidelines should be applied:

### **Major/Dangerous fault**

- If a lengthy explanation is required then, ideally, the driver should be stopped as soon as possible. Consideration should be given to the suitability and legality of the stopping place in respect of other road users.
- The fault should be identified and the event 'replayed' to establish the cause, consequences and solution. By stopping the drive, full concentration can be given to this exercise. In doing this, a dashcam may be helpful if available, perhaps to identify something the Observer saw that the Associate did not. However, Observers should be aware of the IAM RoadSmart policy on the use of dashcams noted in clause 3.5 on page 36 of this guide.
- The Observer must ensure that the Associate understands the fault, why it is bad practice and how it may be prevented. Depending on the type of fault, particular emphasis should be made of similar situations where the Associate has either repeated the fault or has successfully completed a similar manoeuvre.
- Always remember that progress will only be made if the Associate feels they are achieving something.

### **Minor Fault/Repeated Major Fault**

Verbal identification and correction can be given on the move, provided a short explanation is possible.

It may be helpful to stop the vehicle again and re-examine repeated faults. To focus on the solution why not break down the event into component parts and pinpoint the cause. This way it is easier to reach a remedy.

**NOTE:** Do not continually stop the drive to go over faults. Generally, you should wait until the debrief to go over faults if they are numerous and require lengthy discussion. Stops should be kept to a minimum as it will become frustrating to the Associate and can interrupt the learning process if too frequent.

### **IMPORTANT**

It is an inherent part of the training to pass the advanced test that the Associate is encouraged to become a 'thinking driver'. In achieving this, Observers should encourage Associates to self-criticise. It is an important aim of the training that Associates should ultimately be able and willing to identify their own faults, analyse the causes, and amend their driving technique to avoid recurrence of the same faults as far as possible. The notion

that the perfect driver has yet to be born is widely known, so it is unrealistic to expect an Associate not to err from time to time, we all do so, but it is realistic to expect they will learn to recognise their misjudgements and work to eliminate those that tend to recur. This is perhaps the ultimate aim of the Observer; to engender in their Associates the ability to improve by being analytical about the things that did not go right, identifying the cause and consciously trying to avoid a repeat in similar circumstances.

## **1.9 How to Assess Your Associate's Ability and Plan Their Guidance**

Associates will come to the Group with various levels of acquired skills and knowledge about advanced driving. It is important that when the Associate starts preparing for the test, the Observer pitches the guidance at the correct level in order to achieve the desired results within a reasonable time scale, whilst maintaining their motivation. Therefore, the Observer needs to assess the Associate's ability at an early stage and then plan the types of drives that will best suit their needs.

### **1.9.1 The Driver Profile**

By talking to the Associate during pre-drive chats and by watching the Associate handle the car and their reactions to road traffic situations you will be able to build up a profile of the driver. You will be able to focus on their weaknesses, abilities, driving history and as the guidance sessions progress, you can add to and amend if necessary, your profile details.

As a keen driver already, you will be able to analyse very easily the general skill level of your Associate. You probably already do this subconsciously when you sit with other drivers.

Some important factors which you should consider when compiling a profile:

### **1.9.2 Previous Driving Experience**

Associates will have different levels of driving experience. Some may already have had some form of advanced driving training and are looking to hone their driving skills before taking the test. There will be drivers whose only real experience is in the morning and evening rush hours with little knowledge of motorway or country driving. There will be those who have been driving for years and have developed "habits of a lifetime", etc. You can obtain most of this information during your pre-drive chat and reinforce by observing the Associate during the drive. The more background information an Observer can discreetly elicit from the Associate, the easier it will be to focus the guidance.

This will give you an initial driver profile and the likely areas of weakness which will require attention. You can then test your assumption by asking questions, e.g. "How do you feel about motorway driving?"; "How did you become interested in advanced driving?"; "Do you enjoy driving on country roads?", and by watching the driver on the road.

### **1.9.3 Knowledge of Advanced Techniques and Skills**

How much an Associate knows about the theory of advanced driving can determine the structure of each drive. Someone without any knowledge will require to spend more time on the theoretical aspects during the practical session, particularly the first, than someone who is already familiar with the theory and can concentrate on putting that theory into practice.

This does not necessarily mean that the Associate who already knows the theory will attain the required level of practical skill any quicker than someone with no previous knowledge. The Observer, however, should take account of the level of theoretical knowledge and structure the drive accordingly, thereby keeping the Associate interested and keen to learn new skills.

#### **1.9.4 Attitudes**

An Associate's receptiveness to new ideas can affect their progress towards the desired standard. If, for example, you have a driver who has crossed their hands whilst steering for the last fifteen years and is of the opinion that if it is good enough for a Formula One driver, it is good enough for them and does not intend to change, then progress towards a test standard drive will be slow. A driver, however, who accepts that the pull-push steering technique is preferable and has reasonable success in correcting their current method of steering, will make much faster progress.

Correcting attitudes is not easy. In this type of situation, as the Observer, you can present the advantages of a certain technique and illustrate how these contribute to better car control and road safety. You must, however, be prepared to be challenged by counter arguments and therefore a good theoretical knowledge of driving practices, as contained in the Advanced Driver Course Logbook and Roadcraft, together with the use of illustrations and statistics are required to put your point across. Remember, the role of the Observer is one of a coach and your relationship with the Associate must be viewed in this way (refer to clause 1.4, The Role of the Observer on page 8). There will be Associates who will not be convinced by such arguments. Therefore, the bottom line is: "The standard for the IAM Test is .....". "Please accept this for the moment and through practice I'm sure you will realise the value of this technique".

#### **1.9.5 Level of Acquired Skill and the Ability to Learn**

The standard of an Associate's driving before starting is very important. If the Associate is basically a good driver then two or three drives may be sufficient. If an Associate has a number of major faults then time must be taken to correct them. Therefore, in the Associate Guidance Programme it may be necessary to repeat guidance on certain disciplines.

It is a proven fact that the older you get the longer it takes to learn new skills. Therefore, a "more mature" Associate may take longer to acquire the more refined advanced driving techniques than one of the "younger generation". Therefore, patience, understanding and perseverance are all prerequisites for the Observer. Equally, it may be that a younger driver may be more headstrong in attitude, whereas a mature Associate may be more steady and thoughtful. Observers may also come to recognise differences in attitude relating to gender. Remember, as noted above, that the more background information available, the better the approach to learning can be planned.

Many older drivers, however, have the benefit of experience and are better able to recognise potential hazards. They may not do this in an analytical way, but simply through their experience can sense where problems are likely to occur, where danger lurks and when caution is required. They may not necessarily deal with these situations in the way an advanced driver would and may require guidance how they should deal with these hazards in a conscious manner and on the appropriate action to take.



### **1.9.6 The Value of a Second Opinion**

“Two heads are better than one”, so they say. If you feel that there is a particular problem that you are encountering with the Associate’s preparation and you cannot seem to find a solution, then talk to another Observer. It is very often the case that the other Observer will be able to suggest a method of resolving the problem, or by just discussing the matter you actually find the solution yourself!

An Assessment Drive is a good method of gaining a second opinion. It gives you the benefit of another Observer’s comments on your Associate and is good for the Associate too, having another independent person evaluating their driving skills. A final assessment by an experienced observer before test is also recommended.

## **1.10 Additional Skills for Observers**

### **1.10.1 Commentary/Spoken Thoughts**

This is a skill which is not a requirement of the Advanced Test. It is, however, one that can be used as an aid to the development of an Associate’s concentration, observation and general thinking processes. It can also be of great use to the Associate when they undertake the test, as the ability to verbalise thinking will allow them to demonstrate to the examiner their thought process. It demonstrates the knowledge they possess and the level of concentration, use of observations and visual links they are applying during the test. Spoken Thought also allows the candidate to take their mind off the watchful eye of the examiner and breaks the silence that would otherwise exist during the test. This has the benefit of easing the stress of the test environment.

The change of commentary to spoken thoughts over the years is an important simplification. The implication makes it easier to develop the Associate’s ability to communicate their thinking. For example, rounding a bend to see a cyclist ahead does not need the comment ‘I see a cyclist two hundred yards ahead’. ‘Cyclist ahead’ says exactly the same thing. Consequently it is sufficient that the Associate can cope with making quite terse comments about what they see. Added to that should be the implications of what is seen, and the plan to deal with it. So in the briefest way possible the Associate should remark on the observation, the assessment, and the plan. (OAP). Thus ‘cyclist ahead (the observation) may be followed by ‘road straight and clear’ (the assessment) and ‘moving out to overtake’ (the plan). The entire process has been describe in 10 words, yet succinctly conveys the driver’s thinking to the Observer, or, indeed an Examiner. A continuous lucid commentary in the Queen’s English is no longer required

It should also be noted that whilst the advanced test can be passed without any comment, an excellent drive will not result in the award of a FIRST without it. So a keen and motivated driver who aims for the higher accolade will need to use ‘spoken thoughts’. Well developed comments need to be aimed at giving the clear impression of good and comprehensive observation and well developed drive planning. It is always worthwhile to comment if there is the possibility that an Examiner may not fully understand the driver’s thinking without it.

Introducing Commentary to an Associate can be done in several ways and it depends very much on the individual Associate as to which method to use.

Commentary can be introduced by either;

- asking the Associate to read out road signs, or identify hazards, then gradually add more to the commentary.
- asking the Associate questions like - what can you see in the distance? - what might happen?
- or giving a short, SIMPLE, demonstration of commentary from the passenger seat and then asking the Associate to have a go.
- The latter can often put the Associate on the defensive and should be used with care. Most Associates will respond more readily to an approach based around the first two options.

Finally, some examiners like to ask an Associate to talk themselves through a hazard describing the stages of the system of car control, IPSGA. The ability to do this may make a good start to developing a more complete commentary.

### **1.10.2 Intermediate Assessment Drives**

Assessment Drives have many purposes and the term may encompass various situations where an Associate drives with an Observer not directly involved in their training. Firstly, and most importantly it is a useful target for the Observer and Associate as a milestone in the Associate's preparation for the test. Rather than being open ended, the use of a (relatively) fixed length guidance programme with a target time for readiness, either in terms of date or number of drives, serves to concentrate the effort to ensure the required skill level is met at a particular point. Some form of Assessment Drive is usually the main target.

It is essential not to give concessions to the Associate and put off this drive, even if you, the Observer, feel that test standard has not been reached. Experience has shown that if an Associate feels that postponement is an option, then they will not concentrate their efforts, either consciously or otherwise, to being test ready at the appropriate time.

An Assessment Drive should always be conducted at the scheduled time and, if afterwards it is felt that the Associate is not quite up to standard, then further guidance can be programmed. The drive can be arranged for one of the group Skill Check meetings, or for another time and location, and with or without the Associate's regular Observer present. Any arrangement to suit all those involved achieve the purpose for which a assessment drive is deemed necessary is acceptable, It is important to emphasise to Associates, however, that they are expected to be making progress in their training, or be at the stage of test readiness, with no hint of concessions. This will ensure full commitment. It is surprising how the rapid approach of an Assessment Drive sees a noticeable change in Associate attitude and commitment.

There are three principal situations where an Assessment Drive would be conducted:

- A Mid-Term Assessment to check in the achievement of the Associate in their training
- A Pre-Test Assessment to check that an Associate is ready to meet an Examiner, and has no serious shortcomings that might end in a test failure
- Difficult Cases, where some particular form of intervention is required.

Firstly, you must put the Associate at ease. The technique is much the same as would be used with a completely new Associate. They will naturally be nervous as, no matter how

much their regular Observer will have tried to put them at ease, they will see the drive as an 'exam'. Getting there early and taking time to chat before giving a briefing will help ease any tension.

Brief the Associate, again reminding them of the reasons for the drive and emphasising the benefits to them. Explain how you will conduct the drive, how you will give directions and that the drive will reflect the test, in that it will be conducted on a variety of roads and will last about an hour.

Check also if the Associate has any particular concerns with which they appreciate further guidance and deliver that assistance during the drive as appropriate.

### **1.10.3 Mid-term Assessment**

The purpose of this form of assessment is clear from the title; an assessment by a fresh Observer to allow an independent judgement on the progress being made. The reasons may be varied. It may even be as simple as the Associate wanting a different face in the passenger seat. More seriously, the regular Observer may be having difficulty with certain aspects of the training and may encourage the Associate to submit to an alternative Observer in an attempt to reinforce the message being delivered. Equally, it is by no means difficult for an Observer to have to focus on one particular aspect with which the Associate struggles to the extent that some other issue is overlooked. For example, persistent trouble in smoothing out the use of the clutch and gearbox may lead to coarse steering passing under the radar. A fresh pair of eyes may spot this immediately.

Another purpose for the Assessment Drive is to give re-assurance to the Associate that they are on track and, in the majority of cases, moving steadily to being test ready. The Associate will gain confidence in having a second Observer delivering advice. Even if there are a few points to be fine tuned, the value of the drive as a confidence booster will be of great benefit.

Any Assessment Drive extends the experience of having a stranger assessing the driving. It is important to remember that it is highly likely that an Associate's sole experience of a driving test will have been the DSA test, which is not likely to have been particularly stress free. Compared with almost any other test or examination, which is likely to have had some form of grading of the result, the DSA test has only two possible outcomes, pass or fail. Considering the freedom of the road, to say nothing of the cost of further training, rest upon the outcome, it is no wonder it makes the prospect of another driving test daunting. No amount of reassurance confirms the IAM test is different. Despite those who have taken the test knowing it is not quite like that, to an Associate it may remain a stress point but wider experience of Observers may help to alleviate such feelings.

### **1.10.4 Pre-test Assessment**

A Pre-test Assessment is clearly much more specific, with the principal purpose being to check an Associate's readiness for test success. The Associate can be offered the option of having the drive being conducted like any observed run or more in the nature of the test, with little input during the session allied to a more comprehensive final debrief, although the 'mock test' option may be more helpful in a number of ways. At this stage Associates will have become used to their regular Observer and the nature of the drives will have meant that there was more two-way communication. They will have become quite relaxed in that situation. From the Observer's point of view, the later drives of the training programme may

have become very similar to a test, as the new confidence of the Associate may have required little comment or input. It is usually a pretty good sign of competence when this occurs, when the only observation required may be a reaction to an Associate comment that a particular event could have been better handled, indicating that the Associate knows what is expected and recognises when the judgement fell short.

At this point, the only differences between the observed drive and the test are the presence of a new face, the examiner, and the reservation of comment which is generally kept to the final debrief. A Pre-test Assessment that reflects this atmosphere has the potential to be particularly beneficial. It should start with a briefing that reflects the test briefing, to put the candidate at ease as far as possible. Explain what will happen, and importantly, that if and when errors occur, they should not be dwelt upon, but rather forgotten, with concentration being focussed on the remainder of the drive. Tell the Associate that you will ask short questions, such as what road sign they have passed or the meaning of a particular sign or road marking. Again this would be expected when on test and you should try to prepare the Associate for that situation. If required, the IAM RoadSmart examiners test report form can be downloaded from the main website under Examiner Resources on the dashboard. It is useful on a Pre Test Assessment, and more importantly has on the reverse concise comment as to what the examiner is looking for under each of the marked headings.

Emphasise that a pass is not dependant on perfection, rather an overall demonstration of a safe, smooth and systematic drive. That this is based on clear observation and planning needs to be strongly communicated. Few single mistakes cause failures; they are expected to occur. It is well known, that the perfect driver has yet to be born. We all make mistakes. Such a Pre-test Assessment experience may allow the Associate to better mentally prepare for the test.

#### **1.10.5 Difficult Cases**

It is a regrettable fact that some candidates prove to be very difficult for a variety of reasons. It is unarguable that anyone who submits to IAM RoadSmart training will benefit; all will derive something from the training if only they are prepared to listen, think, and are willing and able to apply themselves to heeding the advice. It is in those three areas that most of the demanding and frustrating situations arise. These are often dealt with by a particular form of Mid Term Assessment. It is often requested by an Observer who is not getting co-operation from the Associate. The Assessment becomes pre-planned within the Observer team either to reinforce the Observer's message, or form a second opinion on the Associate's attitude and decide upon appropriate action to resolve the matter.

In clause 1.9.4 above, Associate attitudes were briefly mentioned. Some Associates are very experienced and confident to the extent that any advice is questioned and possibly dismissed, because the Associate thinks they know better already. Without posing the question as to why they bought the course in the first place, an Observer caught in this trap is fully entitled to initiate some form of action by raising their problems with the Chief Observer in the first instance. An appropriate course of action will be adopted. Many times, a test booking to allow overconfidence to be chastised by a failure has followed.

Equally, Observers are not expected to persist with Associates who call off booked drives, prove difficult to contact, and generally make life frustrating. This is also an attitude problem, where Associates regard the Observer as at their beck and call because they see themselves as the paying customer. The Observer's voluntary effort to deliver what they

have bought is seen as irrelevant if considered at all. Again the matter should be brought to the attention of the Chief Observer and will be dealt with. Observers are volunteers and as such deserve appropriate respect.

It also a sad fact that some drivers are simply not up to the standard required for the test and it rapidly becomes clear that it is unlikely they ever will be. Again, the remedy lies in some curtailment of the training. Observer time is too valuable to waste on impossible missions. Whilst the group will always endeavour to deliver upon the content of the Advanced Driver course, and such Associates should derive significant benefit from it, it cannot go on indefinitely. Once more the Chief Observer will help and a Mid Term Assessment recognising the background reason for it may be required. Observers should not dedicate themselves to endless, futile training of Associates.

No Observer should ever suffer a difficult case in silence. Raise the matter whenever and where ever you believe it is appropriate.

### **1.10.6 Demonstration Drives**

There are three main types of Demonstration Drive, each with its own specific purpose.

- Competition / Ultimate Demonstration of skill
- Public Demonstration (Sales Demonstration)
- Demonstration to Associates (How to put theory into practice)

It is important to recognise the purpose of your demo and to make sure you use a suitable level of demonstration and commentary/spoken thoughts for your audience.

It is useful to aim to development your ability to perform these different types of demonstration as part of your own personal development in driving skills.

### **1.10.7 Competition / Ultimate Demonstration of skill**

This type of demonstration is of the highest level, used when giving commentary drives in competitions or aimed at drivers who already have knowledge of Advanced Driving and the drive is given to show the highest level of skill achievable by IAM members.

It is most frequently used by IAM members in Group and Inter-Group competitions, or used during Observer training to raise the Observer's personal skill levels. You should use this when you want to demonstrate your wide knowledge of advanced driving, looking for opportunities to highlight different skills and pieces of knowledge and to show the highest level of concentration and consistency. In the competition situation you have to stand out from the rest as being the most skilled, without being too flashy.

The type of commentary given is continuous, of high output level, with no explanation of the techniques being employed, assuming that the 'audience' is familiar with the advanced driving discipline and the language. This is spoken thoughts at the highest level, brisk, attempting to cover the maximum number of observations, links and actions being addressed. Technical diction is used with short-cut phrases. The example below is essentially the standard of driving that would be required for the IAM RoadSmart Masters test. A less intensive approach perhaps not trying to maximise points mentioned would suffice for the advanced test

The phraseology in either case might be along the lines of the following example.

Children at bus stop ahead; mirror, offside mirror; one car close behind; no oncoming traffic; no offside dangers; mirror, offside mirror; no signal required; consider horn warning - not required; position over centre line; maintaining current speed and gear; still no horn warning required; maintain position and speed; mirror, nearside mirror; return to normal safety position .....

This sequence will flow, without interruption from the previous and following pieces of commentary. Those listening will have to be familiar with the techniques used and the reasons for their use. The use of the controls and the drills and sequences employed will receive little explanation and certainly not at a pace that would be beneficial to the lay person as a learning experience. The audience will require a high level of concentration and familiarity with the discipline to follow the drive in detail.

It must be emphasised, that to give this type of demonstration to 'the public' in an effort to recruit new members will generally be counter productive. Yes, they will be impressed; but they are likely to go away with the impression that the level of skill displayed, or the time and effort they would expect would be required to reach that level is beyond them and, therefore, they will not be encouraged to sign up as Associate Members.

#### **1.10.8 Public Demonstrations (Sales Demonstration)**

This type of demonstration is of an intermediate level, used when giving commentary drives to the 'public' to encourage them to improve their driving by joining the IAM.

Unlike the first type, this level of drive and particularly the commentary is aimed at those who have little knowledge of Advanced Driving techniques and your aim is to impress, but at the same time encourage your audience that this is something they should learn and **is achievable**.

The type of commentary given is more explanatory, without spelling out your actions in minute detail. It is unlikely that the recipients of the demonstration will be able to remember sequences and driving techniques/skills employed after only a brief exposure during a relatively short drive. Your job is to show that you use a systematic approach to your drive and that you concentrate, think ahead and make maximum use of observations and links. Try to hold the attention of the audience by drawing their attention at various times to new skills that you are demonstrating. Keep the passengers' attention by highlighting what you are about to talk about.

The phraseology will be along the lines of the following example:

Look ahead, on the left, I can see children at a bus stop; as I approach the hazard; I'm checking my mirror and offside mirror; there's one car close behind and no oncoming traffic; there are no dangers, such as pedestrians or junctions on the right of the road; mirror, offside mirror; no need to give a signal - a signal may be misinterpreted as a right turn signal; I'm considering a horn warning - not required they're both looking this way; but see how I position over centre line to increase my safety gap and I'm able to maintain my current speed and gear; still no horn warning required; maintaining position and speed past the hazard; now checking mirror and nearside mirror and returning to the normal safety position in the centre of this lane.

Obviously the extra time taken to deliver the longer explanation means that the commentary on that particular manoeuvre would have been started earlier and perhaps some other, more minor hazard or piece of information may have been left out of the commentary. It may also be done at lower speed, to allow more time for audience understanding. It is important not to overload the audience with too much information but to reassure, by explanation, that what you are doing is rational - e.g. driving over the centre line if safe and appropriate and that the skill level is achievable.

Try to capitalise on demonstrating how you would react to situations that you know would be missed by most drivers and how you try to minimise potential risks at all times (the children near the kerb). Demonstrate a systematic approach to your driving and how you are a **thinking** driver.

### **1.10.9 Demonstration to Associates (How to put theory into practice)**

This type of demonstration is aimed at explaining, and showing in action, how advanced driving techniques are used. It is used to bring to life the theories explained in the classroom, or to clarify to Associates the way you wish them to employ the skills you are introducing and particularly the timing of the elements of the various systems and driving techniques.

This level of drive, and particularly the commentary, is aimed at those who have some knowledge of advanced driving techniques and your aim is to demonstrate and clarify how these should be used, but at the same time show the simplicity of the techniques and how they are easily achievable.

The type of commentary given is even more explanatory than in the second type, this time spelling out your actions in detail. Your audience, this time, will already have had some introduction to advanced driving, either in the classroom or during an initial guidance drive, or perhaps both. You must demonstrate clearly, trying to give the Associates a clear picture of what is required that will be retained in their memory. Your job is to bring to life the written theory and clarify how particular techniques such as the 'System' operate in practice. Their own initial attempts will probably have been problematic and a talk-through demonstration should make it all 'click'.

Take your audience with you.

The phraseology will be along the lines of the following example:

Look ahead on the left, I can see children at a bus stop; watch as I make my approach to the hazard, starting to deal with the hazard at an early stage; I'm checking my mirror and offside mirror; there's one car close behind and no oncoming traffic; there are no dangers, such as pedestrians or junctions on the right of the road; I'm checking my mirror and offside mirror; there's no need to give a signal - a signal may be misinterpreted as a right turn signal and I can start my manoeuvre early and move out gradually, so giving the following driver a clear picture of what I'm doing; I'm considering a horn warning - not required - they're both looking this way; but see how I'm positioning over the centre line to increase my safety gap and I'm therefore able to maintain my current speed and gear; still no horn warning required; see how I maintain my position and speed past the hazard; now checking my mirror and nearside mirror and making a gradual return to my normal safety position in the centre of this lane.

As with the second type the extra time taken to deliver the longer explanation, at a slower rate, means that the commentary on that particular manoeuvre would have been started earlier and perhaps some other, more minor hazard or piece of information may have been left out of the commentary. Similarly, proceeding at a lower speed will afford additional time to comment and for the Associate to appreciate the implications. The point of this type of demonstration is to highlight how to deal with specific situations and, in this example, application of the 'System'. The explanation of each manoeuvre such as the one described should stand out clearly, not just run together with the preceding and succeeding pieces of commentary. This is where it is important to grab the attention of your passengers as you spot an opportunity to highlight some particular application of advanced driving technique and to hold their attention with the manner of the delivery.

This type of commentary can also be deployed from the passenger seat, essentially talking the Associate through a hazard. It may prove confusing at first, but gentle development will lead an Associate to link the comments with observations and actions.

#### **1.10.10 Note of Caution**

There is a finite limit to the information we can process at once. This is true of all of us, and when we reach our personal limit, we will 'dump' something to allow more time to deal with the rest. Observers will meet this effect in Associates when driving. Consider a situation where an Associate is giving spoken thoughts, and an unexpected factor arises, a car making an unexpected exit from a side road for example, which demands a quick reaction and some rather heavy braking. It is highly likely to lead to an immediate cessation of the commentary. The Associate has more information requiring mental process and the commentary will always be the first process dropped. It is also unlikely to be resumed when the situation is resolved because the Associate never realises they stopped speaking.

A similar effect can ensue with the first introduction of spoken thoughts. There will be a noticeable deterioration in the Associate's driving. Again they are being asked to process too much information. Be patient, and do not ask too much of them.

#### **1.11 Fault Finding**

See the table in App 1 for common faults and causes together with suggested corrections and sample phrases for inclusion on the run sheets. The appendix has been placed at the end of this guide to enable it to be printed in isolation for use during runs if required.

#### **1.12 Learning Material for Observers**

There is on the market a plethora of books and videos on driving.

The main ones, of use to Observers, are listed below and a number are in the MYAM Observer pack, given to all new Trainee Observers.

##### **1.12.1 Books**

- Advanced Driver Course Logbook (Observers Handbook Version)
- Highway Code
- Pass Your Advanced Driving Test



- Know Your Traffic Signs
- Roadcraft - The Police Drivers Manual
- The Theory Test for Cars and Motorcycles
- Advanced and Performance Driving – Reg Local

#### **1.12.2 Videos/CD-ROMs/On-Line**

- The Police Drivers Course on Advanced Driving
- Ultimate Driving Craft – Chris Gilbert ([www.driving4tomorrow.com](http://www.driving4tomorrow.com))
- Advanced Driving - What's Involved
- The Highway Code Interactive Video
- The Advanced Driving Test - Your Licence to Drive
- The Theory Test
- Reg. Local on Twitter, @RegLocal , and YouTube channel
- Advanced Driver Training
- YouTube

## 2 NEW OBSERVER TRAINING PROGRAMME

### 2.1 Introduction

With the introduction of the Observer qualification, and subsequently the IMI Observer Qualification scheme, IAM RoadSmart recognised the need to ensure that the full members of Groups who wish to participate in guiding Associate Members require to be suitably trained. It is hoped that many will wish to continually improve their skills and eventually gain the National Observer qualification thus enabling the Groups to continue to provide a high quality of service to those who seek to prepare for the Advanced Test.

This guide provides advice for Local Observer Assessors on training new and existing Observers.

### 2.2 Structure of Training Programme for New Observers

Training for new observers begins with an introduction to the process. One of the Local Observer Assessors, who will be acting as the mentor until qualification, will talk through a number of slides which will introduce details of the group, the people involved who can always offer help, check that the new observer has the correct books and documentation, and advise on the resources available on the group website. The tutorial will also provide a simple briefing on several of the points covered in Section 1 of this guide and various tasks observers undertake including in particular Public Assessments and Free Tasters aimed at Associate recruitment,

Following the introduction, the mentor will take the trainee on a number of drives, with the mentor at the wheel, to introduce the very basic disciplines of **route planning** and the giving of directions. It is wise to start route planning by using familiar roads. This makes for easier development of the art of **giving directions** in good time. Directions need to be early, so as to afford the driver the maximum time for planning, and if the next manoeuvre or junction is complex, some form of early warning is always advisable.

Once the trainee feels comfortable with the two basics, the mentor will introduce structured subjects for training. For example, the trainee may be asked to plan a route to cover a particular driving task and deliver a session to that purpose. In the early stages the aim might be to instruct on the system of car control, IPSCA. As confidence builds, it may be cornering, roundabouts, or motorways, for example. The table below will give a sense of what is entailed, although it should not be taken as inflexible or exhaustive. The mentor will adjust the content to best suit the new observer. In each case, there will be a briefing to be given as to the aims of the session and a debrief to discuss the outcome, both from the view of the mentor and trainee.

Alongside these one to one outings with the mentor, trainees are expected to make every effort to attend as many of the group's twice monthly Sunday morning 'Skill Check' meetings as possible. It enables them to sit in on drives with a qualified observer in charge of an Associate and discuss the results afterwards. It will broaden the experience in active training. Trainees should always also remember their own training, and emulate those parts they thought good and effective, and avoiding where possible those aspects which they judged to be inferior. Personal experience is valuable in developing observing skills.

At an appropriate point, and only when the trainee has been issued an IMI number, the mentor will arrange, in agreement with the trainee, that an Associate be allocated, essentially the first 'solo flight'. This is not the end of training, but recognition that the trainee has the basic skills to be safe and effective with an advanced driving novice. The mentor will sit in on a number of sessions during the training of the Observer's first Associate and complete a progress report on each. These will be submitted to IAM RoadSmart as evidence that the trainee has reached the level of competency required to be qualified as a Local Observer. IAM RoadSmart will then issue the final certificate to the new Observer. In some cases, Trainees may deliver courses to additional Associates before qualification.

**DRIVE 1** Concentrate the nature of the route and giving directions to the driver  
The trainee might comment on any aspect of the drive that seems appropriate or ask any questions on observing practice that need clarification, and the mentor may offer advice on any particular event or issue that happens to arise.

**DRIVE 2** Concentrate on the most basic of advanced skills, the system, IPSGA, and observation.  
Again, the trainee may raise other issues, but the primary purpose is to practice the delivery of the very first skill the Associate needs to master. The mentor discussion is likely to be mainly aimed at the problems and solution which are relevant to the first session of an associate training programme, although not to the exclusion of any other matter that may arise.

**DRIVE 3** A simulation of a drive in the later stages of associate training.  
At this stage the trainee should be ready to attempt something a little more demanding, and the mentor will provide a subject for instruction, and expect the trainee to devise a route to facilitate that particular aspect, concentrating on the core purpose throughout the drive, but without overlooking any other matters that arise which are likely to benefit the Associate's learning experience. This format of drive may, as necessary, be repeated for various subjects, as either mentor or trainee see fit.

**DRIVE 4** A final drive to draw together all aspect of observing.  
The final training drive with the mentor will be a simulation of a final drive with an Associate ready for test. The trainee will be expected to conduct the session appropriately and deliver advice at a high level. The comment on the mentor's driving should be comprehensive and pertinent, with an emphasis on building confidence by an approach suitable for a driver about to take the final step on the first stage of the advanced driving learning curve.

NOTE:

Each of the above Drives concentrates on the Trainee Observer gaining practice in talking the Associate through the drive. It must be emphasised that during an Observed Drive with an Associate the Observer would not carry out this function continuously. The Observer's talk through should alternate with the Associate's 'unaided' practice and, where possible and appropriate, the Associate providing the commentary themselves.

## **2.3 Observer Development Programme**

Having progressed through the initial Observer training course, all Observers should regularly attend training sessions. The main purpose of this is:

- To maintain a high standard of Observing within the Group.
- To ensure that all Observers are consistent in the advice given to Associates.
- To maintain and improve Observer personal driving skills.
- To create a forum for passing on new developments in advanced driving techniques.
- To assist less experienced Observers in developing their skills.

### **2.3.1 Observing Skills Training**

Formal training sessions within MYAM will be organised from time to time to cover particular aspects of both observing technique and driving skill. Such events will most likely be specific to aspects of observing work that have been identified by members of the observer team. Put another way, if the team ask for help in a particular area, it will be arranged. Where observing technique is the subject, typically a route and drive plan will be prepared in advance and each Observer will be given a specific aspect of driving technique which must be conveyed to an observer acting as an Associate under guidance. The session will be overseen by a senior Observer, who also may possibly be one of the group's Master drivers. An outline of the standard of the "Associate" may be given to allow the Observer to practice their approach to different stages of preparing an Associate for test. This will often involve two Observers, each taking turns to guide and drive.

In order for the training sessions to reflect the actual skills required by the Observer when accompanying Associates, they may take the form of a series of simulations with set objectives to be achieved by each Observer. Bearing in mind these are examples and other situations may be used, consider how you might take up the challenge of dealing with the six situations below, raised by an Associate.

#### **Situation 1**

You are attending your first meeting with your observer at the start of the course. Your observer contacted you by telephone to arrange the appointment, and during the conversation asked you to read the sections in the Advanced Driver Course Logbook on the IPSGA and Core Driving Skills. You have not done so either through time pressure or simple omission. Beyond that, you have not been told how the course will start or proceed. However, you are a genuine purchaser of the Advanced Driver Course and actually want to complete it.

#### **Situation 2**

You have been meeting your observer for about a couple of months, and each time the subject has been the system of car control. You do not seem to have moved on and you are wondering if the observer is not up to the task or whether you are the problem. You feel that, despite practising as best you can between sessions, you do not feel comfortable with trying to master IPSGA. The effort given to changing your driving habits is not repaying you in terms of a perceived improvement. You want to tell your observer this but you feel hesitant about doing so.

### **Situation 3**

Your work requires that you drive 30,000 miles a year, you thoroughly enjoy driving and you are reasonably confident that you do it well. You bought the Advanced Driver Course mainly to check that your judgement is correct. Your observer doesn't seem to have put in an awful lot of new knowledge for you. It has mainly been something about a 'system', being more observant, and pedantically obeying traffic law. In all, you feel no more accomplished than you did at the outset. Your observer has said this session will cover motorway driving, which is 90% of what you do and you have seen it all on motorways! You would rather like to know if there is more to 'advanced driving' than is so far apparent from the course and where this is all leading.

### **Situation 4**

You are coming for your sixth session, you feel you have mastered the system of car control after an initial struggle when you thought your driving had fallen apart, and the last session was a real pleasure when you felt you were making real progress. Your observations have improved considerably. You are finding ordinary driving is becoming more relaxed and your confidence is growing. You are on a high and now eager to learn more.

### **Situation 5**

Your observer has said you are nearly ready for your test, which is the final outcome you have been looking for. Before you are entered, you have been asked to do a session with a more experienced observer who will check that your own observer has covered everything and that his assessment of your present driving standard is correct. You are somewhat nervous that this session is likely to be a 'mock test' and you are feeling optimistic but rather stressed out. You want a favourable outcome.

### **Situation 6**

You have been coming to these sessions for months now, and you do not feel it is benefitting you much at all. You have been driving for half a century and you do not agree with a great deal of what you are being asked to do, and you consider that your experience and knowledge is far superior to the observer's ideas. You believe you could take the Advanced Driving Test now and pass with flying colours.

## **2.3.2 Driving Skills Training**

It is in the nature of observing that your personal skills should improve by reason of the experience helping others gives. For example, the need for you to be ahead of the Associate

in your observations and planning of what you would do, so that you can guide your Associate, will reflect in your use of such advanced and sharp observation when behind the wheel yourself. However, it is often useful to have a critique of your driving from another Observer to assist you in maintaining your standards. Such sessions can be arranged between Observers privately, although it is helpful if the Chief Observer is made aware of such arrangements.

More commonly, however, on those occasions when the Sunday Skill Checks are attended by a surfeit of Observers and a number are 'unemployed', such sessions are quite likely to be undertaken on an ad hoc basis.

Individual Observers may also wish to consider sessions to help them prepare for the National Observer test, during which the examiner should conduct a driving check, or a 'taster' session for the IAM RoadSmart Masters test irrespective of any strong wish to take the higher level test.

### 3 ASSOCIATE GUIDANCE PROGRAMME

#### 3.1 Introduction

Included in this guide is a suggested course of guidance for an Associate. It should be complemented by comprehensive and effective briefing and debriefing of the Associate, reference to the Course Logbook wherever necessary and the necessary paperwork in the form of Run Sheets which should be completed for each drive.

#### 3.2 Outline Programme

There is a tendency for IAM RoadSmart to advocate six runs as being the average course Associates need to test. It is based on a desire to process maximum numbers of Associates to membership. Experienced Observers will say that is often a forlorn hope and many candidates need more. Rather, the course comprises phases. The outline of the basic content of each phase, and the subjects which will be introduced, and developed, as the course of drives progresses, are given below.

<b>Phase 1</b>	Introduces the theory and application of all five phases of the System of Car Control, IPSGA, and observation techniques. Identifies basic faults in technique and initiates correction.
<b>Phase 2</b>	Continuing the theme of Phase 1, fine tuning the System and elimination of basic faults, plus introduces positioning, linking observation and planning.
<b>Phase 3</b>	Continuing on developing observation and planning, plus introduces the application of advanced techniques to cornering and driving on the open road and motorways.
<b>Mid-term Assessment</b>	A mid course assessment to ensure that training is progressing.
<b>Phase 4</b>	Incorporates features of Phases 1 - 3 with greater emphasis placed on observation and planning skills.
<b>Phases 5 &amp; 6</b>	Preparing the driver for the Pre-test Assessment drive and the test, these drives should be used as a final refinement of the driver's overall skills.
<b>Pre-test Assessment</b>	The check drive to assess for test readiness.

If only life was that simple! The initial ability of Associates varies considerably and it is part of the skill of each individual observer to make the best judgement regarding each driver they work with. There will be Associates who will already be competent drivers, who only require a few refinements to attain test standard and there will be the few who will not be able to progress at this rate for whatever the reason. Observers should try to regulate the pace at which they introduce the seven competencies in the Advanced Driver Course

Logbook as the course progresses in the light of experience of Associate ability. Therefore, guidance set out in this guide must be used as a basic framework, and the Observer will be required to adapt the programme to suit the Associate they are preparing. Further information on how to use and adapt the guidance programme is outlined below.

Experience, however, has proved that for the majority of drivers, the Advanced Test Standard can be achieved within a reasonable timescale. Psychology is an important tool in this respect. A big part of the Observer's work is to ensure the Associate believes in their own ability. In the event that it becomes progressively more obvious that the Associate is not developing as might be expected, and the course length is likely to become excessive, a discussion with the Chief Observer is essential. Such situations are capable of resolution, but it is not acceptable that an Observer ploughs on in silence. Volunteer time is far too valuable for that.

### **3.3 Structured Approach**

#### **3.3.1 Route**

It is important to use a suitable route for each drive. Unless you have your own routes planned out, talk to your colleague Observers about any suggested Routes that they have to achieve specific objects. They may well have local routes that will have been selected to complement the subjects covered in the logbook. As previously noted, there are also sample routes for training on the MYAM website. Once you are practiced in the art of Observing and have had the opportunity to compile your own routes you will be able to add variety to the choice, be able to pick exactly the right route for your planned drive or, if necessary, to adapt the route to suit the subject as the drive progresses.

#### **3.3.2 Objective**

The main objective of each drive must be explained and the Associate should be made aware of this objective as part of the introduction to the drive.

#### **3.3.3 Instructing Method**

Throughout the guidance advice in the remainder of the guide, the method of training is iterative, based on the sequence **EXPLAIN – PRACTICE – VALIDATE**.

Explain how you want the Associate to approach the particular issue, talking them through it several times, then allow them to practice by trying without any input and validate by the quality of the result. If the result is not satisfactory, revisit the sequence from the beginning, and explain again, repeating as often as necessary until you get to validate the result you need.

#### **3.3.4 IMPORTANT - DISCLAIMER**

Observers must ask the driver on their first session to sign a copy of the Document Declaration, confirming that there are no legal impediments relating to either the driver or the vehicle that would render it impossible to continue. It is the driver's responsibility to ensure that the vehicle they are using is roadworthy and complies with all regulations covering documentation, that it is taxed, insured and has a current MOT certificate. They



are also responsible for ensuring that they hold a valid Driving Licence for the type of vehicle being driven.

However, each Associate should be reminded at the start of each drive that they, as the driver, are deemed to be in control of the vehicle at all times during an Observed Drive. This is also covered by the declaration, but a reasonably informal reminder as to the driver's ultimate responsibility for safety should be given at the start of each observed drive.

Information necessary to check driving licences in particular can be obtained from the group. Observers are warned that significant detail as to entitlement to drive different classes of vehicle, and specific restrictions, for example on eyesight and the need to wear glasses, is given on photocard licences and can be complex to decipher.

### **3.3.5 Length of Drive**

This is an important element of the programme.

During the early drives, most of the input will come from the Observer as they provide advice and guidance to the Associate. This means that the Associate will be concentrating hard on listening to the guidance you are providing and trying to assimilate this information and its application. As with any learning process it is accepted that full concentration can only be applied for about 30 - 40 minutes, then the concentration wanes and the effectiveness of carrying on rapidly diminishes - the Associate 'switches off'.

Therefore, the total length of drive should be limited to around 45 minutes for the first drive and, as the programme progresses, slightly longer drives will be possible as they take on more of a demonstration / practice / refinement role for the Associate, with less intense input from the Observer. The final drive, which should be no more than a polishing exercise, should last around 60-70 minutes to allow the Associate to experience driving for a period equivalent to the length of the test.

### **3.3.6 Observed Drive Format**

The format outlined below is recommended for each Observed Drive. The importance of the first stage, the Pre-Drive Preparation, should not be underestimated. It is essential that YOU are prepared for the drive. You should find out as much as possible about the Associate, or review your own knowledge and notes. Decide what the next stage should be, i.e. the main Objectives for the Drive. Decide what route you should use to allow you to cover the Objectives and make sure you check where and when you have arranged to meet the Associate.

#### **Associate Guidance Checklist**

Observers may find it useful to compare the information in this section with the schedule that comprises the National Observer assessment sheet.

#### **Pre-Drive Preparation**

- S - Standard of Associate** No previous experience /some knowledge/test ready? However, if this is a first meeting be prepared to amend any assumption if, during the briefing or during the run itself, it becomes obvious that the driver has a higher standard of knowledge/skill. Second or subsequent runs require a review of previous run sheets, preferably before the meeting which requires the observer to keep copies. See 3.2 below
- O - Objectives** What is the objective of this run? Continuation of previous training, mid training check by different Observer, pre-test assessment? Set achievable objectives for the continuation run or prepare to amend approach on a check run depending on the driving standard.
- R - Routes** Choose an appropriate route – See Paragraph 2.1.1 and 2.1.5 above. Route should be appropriate to objective of the run. Again, be ready to amend if assumptions prove incorrect.
- T - Time** Check the arranged time and place and time allotted for the run.

### **Briefing**

- R - Review** Discuss with the Associate the outcome of the last drive, the concerns, if any, relating to any part of the course, and the aspirations for the forthcoming run. What achievement is hoped for? What aspects need attention? Ensure Associate has relevant documentation, handouts and books.
- E - Explanation** Explain the purpose of the run and ensure that agrees with the Associate's understanding of the purpose. Review the logbook and run sheets. Check the Associate's understanding of the system, IPSGA, and the application of the system to various hazards. Give a brief explanation of the route and the anticipated time it will take. Ask if there are any questions and answer fully if there are.
- D - Disclaimer** The Associate should be reminded at the start of each drive that they, as the driver, are deemed to be in control of the vehicle at all times during an Observed Run.
- If the Observer has not previously ridden with the Associate, a request to sign a Document Declaration may be appropriate.
- G - Giving Directions** Advise the Associate that the rule is 'AHEAD ONLY'. 'I will expect you to follow the road ahead, unless signs direct otherwise or I ask you to turn, which I will do in plenty of time'.

**O - On the Road**

Give clear and timely directions. Offer advice briefly and clearly, and in manageable amounts. Take care not to mentally overload an Associate. Check knowledge by asking questions. Ask for the Associate's thoughts if a manoeuvre becomes 'messy' to check the ability to 'self-criticise'. A thinking driver should recognise when they got something wrong and be able to explain why it happened. In all cases, adjust expectations to the demonstrated ability of the Associate. Use spoken thoughts to gain insight into the Associate's planning skills. Ask for a running explanation of the plan to deal with hazard that identifies the aspect of IPSGA. Associates must be able to explain the system of car control.

**Debriefing****R - Review**

Ask the Associate what they thought of the drive. Did they notice any difference in driving - what are the differences? Do they appreciate the advantages of the new skills introduced? Ask the Associate for opinion of their own performance and in the use of the System.

Give positive feedback on good points of drive.

Don't go overboard, detailing every fault - concentrate on the basics. Keep the comments simple on the minor points so as to merely draw attention to them. Confirm implementation of the various disciplines are understood. Reach agreement with Associate on the major areas for development, issues that are causing unexpected difficulty. Be positive in the feedback. Use the 'criticism sandwich' so as not to depress the Associate.

Involve the Associate in the review, invite and answer any questions.

**A - Administration**

Complete a run sheet, either at the session end or later, see note below.

Arrange time and place for the next session.

**3.4 Observed Drive Reports**

The standard IAM RoadSmart Run Sheet must be completed for each drive. Generally, the forms are easy to complete. You will have probably seen them while you were an Associate! However, if there is something that you are not sure of, then ask your mentor for assistance/guidance. As regards structuring comments to encourage the Associate, it can only be done with brief but carefully worded comments. Refer back to Section 1, 9 Fault Finding, above, for brief descriptive phraseology that can be used.

The forms can be completed in the car at the end of, or as part of, the debrief but many observers prefer to do the form after leaving the Associate. Alternatively, an editable pdf version can be downloaded for both the IAM RoadSmart and MYAM websites which can be completed and e-mailed to the Associate. This practice has the advantages of avoiding pressure to complete the sheet and providing a copy of the sheet for the Observer in case it is necessary to refer back to it. It may be worthwhile asking the Associate if they have any strong preference as to which approach they may prefer. Note, however, that should the Associate training be under the 'Membership by Portfolio' scheme, the Run Sheets must be available for submission to the appointed Local Observer Assessor who monitors the process. This may necessitate use of the editable pdf forms.

### **3.5 Dashcams**

IAM RoadSmart has a formal policy on the use of dashcams. In particular, the overarching guidance is that the use of dashcams is both acceptable and useful in any training situation, of either Observers or Associates. Examiners will also endeavour to accommodate their use during tests. It is however made very clear that footage of tests must not be shared on social media and will never influence the outcome of a test. In all cases, the use of a dashcam should be agreed between both the Observer and the Associate and the material should remain private, although nothing the Observer says during an observed run should be a cause of any problem.

The current policy on dashcams is available for Observers to download from either the IAM RoadSmart website or the MYAM website.

### **3.6 OVERALL ASSOCIATE COURSE STRUCTURE GUIDANCE**

In most cases within MYAM, Associates are trained by the same Observer throughout the course from commencement to test. They only meet a different Observer for progress checks and final pre-test assessments. Whilst Observers will probably develop their own style of delivering the course, the guidance below may prove helpful in the early stages of an observing career.

The course is supported by the Advanced Driver Course Logbook, the contents of which are not necessarily ordered in the most logical sequence for practical use. However, the Logbook does start with the introduction of IPSGA, but unlike its big brother, Roadcraft, it does not treat observation as a separate skill, but rolls it up in the Information section of IPSGA. This is not entirely helpful, because observation and information is the foundation stone of the whole method of advanced driving. Without the fullest possible knowledge of what is happening and what may happen, it is difficult to evolve a driving plan.

For this reason, it makes sense to ask the Associate, when first contact is made to arrange the meeting, to read the Course Logbook, at least as far as page 25 covering IPSGA and the Core Driving Skills. Start the practical course with a brief drive to assess an Associate's existing skills in respect of the issues they have been asked to read through, followed by a stop to give a verbal introduction to IPSGA and observation together. Initial practice is then perhaps best done on roundabouts, and junctions, despite these appearing as Competency 4. Roundabouts and junctions offer a variety of visual problems, either offering or restricting observation opportunities. The approach can often be made at a restrained pace, giving the Observer time to explain and guide on the move, and the Associate time to assimilate the input. Also, roundabouts in particular usually have a clear information sign placed so as to

facilitate guiding the Associate towards earlier thought about the coming hazard. By this approach, the observer will have introduced the Associate to a substantial part of the course basis.

It is then up to the Associate to try to develop these points before the second observed run. It is unrealistic to expect them to be all but mastered by that stage, although it occasionally happens. It is wise to warn, at the outset of the first run, that what they are about to embark on amounts to changing engrained habit. Associates may find themselves wondering if they have forgotten how to drive and feeling thoroughly dejected about the course. Reassurance at this early stage is no bad thing, to avoid feelings of disappointment at the lack of progress. Ensure the associate knows some difficulty in the early stages is not at all uncommon, that they should persevere because it will soon improve, and that when it does it will be better than before they started. The learning never progresses directly to a higher level; there is a deterioration at first before the climb to excellence begins.

Observers should keep to the same formula using principally static hazards, junctions and roundabouts, until the basics of IPSGA are beginning to develop. At the same time, it is useful to offer guidance on using the system on other static hazards, such as a parked vehicle, and simple moving hazards, the overtake of a cyclist, for example. Initial training in areas where speeds are likely to be modest is best.

As the Associate becomes more comfortable with the process, perhaps even beginning to enjoy it, move on to country roads and Competency 3, Bends and Cornering. Again, the competency is framed around IPSGA, but here the speeds may be rather higher, and reasonable comfort with the application of 'the system' is beneficial before venturing further afield. From competency 3, when the Observer is satisfied with the Associate handling of rather higher speeds, move to competency 6, Motorways and Dual Carriageways and cover the issues involved again within the same basic framework of sharp and comprehensive observations and a good forward planning within a set method, IPSGA.

The final competency, Overtaking, presents rather more difficulty for Observers. In modern motoring, the opportunities for good single carriageway overtakes governed by IPSGA and within the speed limits are few. It is doubtful you will meet that many during the delivery of the entire course. Consequently, it is only possible to suggest that when confident with the Associate's progress, discuss overtaking techniques using slower traffic, often cyclists or farm vehicles, and guide the Associate in overtakes on dual carriageways where the threat of oncoming traffic is absent. This permits familiarisation with Stage 2 of an overtake, the moving out to the offside without acceleration, in circumstances where the Associate is less likely to feel uncomfortable. The concept of moving to a position that affords a good view, without accelerating into the overtake is a hard one to master. Drivers typically begin to accelerate before the view is adequate, and if it proves the overtake is not on, they are only able to recover the following position by braking, sometimes hard.

Of the remaining competencies, Manoeuvring can be practiced by always requesting a reverse park at the meeting point for each observed run and appropriate guidance given. Spoken thoughts can be introduced gradually in the later stages of training. Bear in mind the feeling of self-consciousness any form of commentary invokes and be considerate when working on spoken thoughts. The various issues raised on the 'Handouts' contained in the Logbook can be brought in at suitable points throughout training, perhaps when a suitable road situation allows.

The foregoing should convey a broad overview of a workable order in which to work through the contents of the Course Logbook. It remains a matter of Observer judgement as to what the appropriate pace of input is, all dependant, of course, on the driving skill of the Associate, the ability to assimilate guidance, so as to translate the Observer input into visible improvement. Most Associates will admit to feeling more relaxed about driving towards the end of the course, perhaps for a variety of reasons. When that point is reached the Observer should know a test beckons.

App 1. **Fault Finding Examples**

<b>FAULT</b>	<b>CAUSE</b>	<b>CORRECTION</b>	<b>SAMPLE PHRASES FOR RUN SHEET</b>
<b>ACCELERATION</b>			
Excessive.	Driving too fast and aggressively.	Slow and calm the driver down.	Normal. Smooth. Firm and progressive. Harsh. Erratic.
Insufficient.	Lack of confidence.	Build up confidence then speed.	
Incorrectly used.	Lack of experience.	Practice using acceleration sense.	
<b>BRAKING</b>			
Too fierce.	Insufficient time for manoeuvre.	Practice using the 'system'.	Firm and progressive. Well applied. Drives on brakes. Inconsistent. Late.
Consistently overlapping with gear changing.	Lack of technique.	Practice braking earlier and remove foot from brake before depressing clutch. Effective observation.	
Inappropriate for conditions. Harsh.	Excessive for surface. Slippery, wet, grit, etc.	Reduce speed and brake in good time.	
<b>CLUTCH CONTROL</b>			
Incorrect engine and road speeds.	Lack of co-ordination and car sympathy.	Listen to the engine and practice clutch depression and release.	Efficient. Smooth application. Rides. Slips. Depresses clutch and coasts.
Slipping or riding.	Lazy footwork.	Speed up footwork and remove foot completely from clutch pedal.	
Coasting.	Lazy footwork.	Remove foot from pedal.	
<b>GEAR CHANGING</b>			

<b>FAULT</b>	<b>CAUSE</b>	<b>CORRECTION</b>	<b>SAMPLE PHRASES FOR RUN SHEET</b>
Jerky action.	Rushing the change.	Slow down. Relax for the change.	Good. Clean. Efficient. Sound. Hurried. Noisy selection. Poor timing.
	Inability to match engine revs and road speed.	Practice listening to the engine. Do not change with relaxed accelerator.	
<b>USE OF GEARS</b>			
Incorrect selection.	Lack of car sympathy.	Practice acceleration and deceleration.	Well used. Not used to full advantage. Changes too early or too late. Lacks
	Late selection.	Practice the 'system'.	anticipation. Inappropriate selection of intermediate gears.
<b>STEERING</b>			
Incorrect hand position.	Lazy driving.	Place at 10 to 2 or ¼ to 3.	Orthodox 10 to 2 position of the hands. Good control. Crosses hands.
Crossing hands.	Insufficient time for manoeuvre.	Decrease speed and leave more time.	Released hold to give signal and change gear.
Wheel spinning back.	Rushing manoeuvres.	Maintain relaxed control and feed the wheel back simultaneously.	Coarse. Erratic. Rests arm on window.
<b>DRIVING POSITION (Department)</b>			
Slumping.	Not remaining alert.	Develop observation and commentary.	Normal. Alert. Relaxed. Tense.
Resting arm on door.	Lack of awareness.	Encourage correct arm position.	
<b>TRAFFIC OBSERVATION</b>			
Lack of anticipation.	Lack of observation*.	Encourage distance observation through distance commentary.	Normal. Keen. Alert. Good anticipation shown. Hesitant. Failed to react. Needs development.



<b>FAULT</b>	<b>CAUSE</b>	<b>CORRECTION</b>	<b>SAMPLE PHRASES FOR RUN SHEET</b>
Lack of judgement of speed and distance.	Lack of experience and distance observation*.	Spend time practicing distance judgement.	
	*Consider recommending eyesight test.		
<b>CONCENTRATION</b>			
Distraction.	Lack of confidence.	Improve by use of commentary.	Practice commentary.
<b>MAINTAINING PROGRESS</b>			
Driving too slowly for road conditions.	Lack of confidence.	Build confidence gradually using good distance observation. Use the 'system'.	Maintained. Not maintained. Consistent with safety.
<b>OBSTRUCTION</b>			
Wrong positioning.	Lack of knowledge or consideration. Driving too fast.	Refer to course logbook to develop correct positioning. Slow down earlier.	None. No actual obstruction. Following vehicles obstructed due to low road speed and /or
Failing to anticipate traffic conditions.	Lack of observation.	Encourage distance observation through commentary.	Incorrect positioning.
<b>POSITIONING</b>			
Incorrect, especially on approach to hazards.	Lack of knowledge or incorrect speed.	Refer to Course Logbook.	Good, to advantage. Fails to position correctly. Holds crown of road. Inconsistent.
<b>DISTANCE OBSERVATION</b>			
Driving on brakes and/or accelerating towards hazards.	Poor planning and assessment of driving environment.	Develop vision scanning and commentary.	Plans driving well ahead. Needs to plan driving further ahead. Needs developing. Keen. Good anticipation.

<b>FAULT</b>	<b>CAUSE</b>	<b>CORRECTION</b>	<b>SAMPLE PHRASES FOR RUN SHEET</b>
<b>LANE DISCIPLINE</b>			
Driving in wrong lane or straddling lane lines.	Lack of knowledge, poor planning of route, poor observation.	Explain lane functions and lane discipline.	
<b>ROAD SURFACES</b>			
Excessive speed on adverse surfaces, hitting manholes, potholes, etc.	Lack of observation and car and passenger sympathy.	Encourage road surface observation through commentary.	Noted. Observed and acted upon. Well expressed in commentary
<b>TRAFFIC SIGNALS</b>			
Incorrect approach.	Wrongly reading road	Practice commentary	Observed and obeyed. Seen and acted upon.
Lack of courtesy.	Lack of observation	Practice commentary	More anticipation needed. Not always seen and acted upon.
<b>CORRECT USE OF SPEED</b>			
Driving at inappropriate speed for road or traffic conditions.	Driving too fast or aggressively. Speed excessive in relation to visibility	Slow driver down. Improve forward observation, hazard recognition and anticipation. Develop observation links	Correctly used. Consistent with safety. Forceful at times. Better progress could have been made. Drove at speed consistent with conditions.
<b>SPEED LIMITS</b>			
Ignoring speed limits. Not observing signs.	Aggressive driving. Poor observation.	Slow driver down. Discuss relationship between speed and stopping distances.	Failed to observe/exceeded speed limits. Complied with/disregarded speed limits.
<b>OVERTAKING</b>			
Unsafe driving.	Aggressive and impatient.	Refer to Competency 1, Human Factors in Course Logbook.	Well carried out. Incorrect prior positioning. Following too close and restricting vision.

<b>FAULT</b>	<b>CAUSE</b>	<b>CORRECTION</b>	<b>SAMPLE PHRASES FOR RUN SHEET</b>
Incorrect following distances.	Lack of knowledge and impatience.	Explain 2 second rule and hold back position.	Good/insufficient margin of safety.
Incorrect use of mirrors, signals, gears.	Lack of knowledge.	Explain system phases in relation to overtaking.	
<b>HAZARDS AND CORNERING</b>			
Incorrect position on approach.	Lack of knowledge.	Refer to course logbook, competencies 3 and 4.	Systematic/Unsystematic approach. Anticipation good/lacking. Incorrect positioning. Late braking.
Hazards negotiated incorrectly.	Lack of knowledge.		Late or inappropriate gear selection.
<b>USE OF MIRRORS</b>			
Infrequency of use.	Lack of awareness of importance.	Explain importance within system application. Encourage noting of use through commentary.	Sufficient/insufficient or linked/not linked with phases and application of the system.
<b>USE OF HORN</b>			
Not used when necessary.	Lack of knowledge of vehicle controls. Poor knowledge of road procedures.	Advise location of control. Refer to Highway Code and system.	Used only of ground s of safety. Used as necessary. Used with discretion. Uses horn.
Used inappropriately.	Aggressive driving.	Refer to Highway Code and system.	Aggressively.
<b>RESTRAINT</b>			
Indecisive.	Lack of confidence.	Increase confidence and observation.	Evident. More need to be shown. Too forceful.

<b>FAULT</b>	<b>CAUSE</b>	<b>CORRECTION</b>	<b>SAMPLE PHRASES FOR RUN SHEET</b>
Over aggressive.	Lack of understanding of risks.	Refer to Competency 1 in Course Logbook.	
<b>SIGNALLING</b>			
Over signalling.	Incorrect observation. Poor application of system.	Use a signal only when it will assist or warn another road use or to anticipate.	Signalling linked to observations. Good. Correct. Clear. Clear and
Under signalling.	Incorrect observation, Poor application of system.	a signal being required. Give information as part of system application.	timely. Unorthodox. Casual. Late.
Misuse of headlights.	Lack of understanding.	Use only as a warning of presence, as with the horn.	
<b>CONSIDERATION</b>			
Lack of courtesy.	Aggressive driving.	Refer to Competency 1, Human Factors, in Course Logbook.	Considerate. Courteous. Not expressed in driving. Expressed. Evident.
<b>CAR SYMPATHY</b>			
Overstressing the car.	Lack of understanding of the need for car sympathy and passenger comfort.	Drive to the system. Encourage acceleration sense and correct use of brakes and gears.	Sympathetic. Unsympathetic.
Vehicle not treated with care.	Inappropriate driver attitude.	Use controls correctly. Clean and maintain vehicle properly.	
<b>MANOEUVRING</b>			
Jerky and incompetent	Too rushed. Incorrect initial positioning.	Slow down. Practice repeatedly.	Well carried out. Good control and positioning. Struck kerb. Mounted kerb.
Kerbing	Poor judgement.	Practice.	

FAULT	CAUSE	CORRECTION	SAMPLE PHRASES FOR RUN SHEET
Stressing steering and scrubbing tyres.	Turning wheel when stationary, especially with power steering.	Encourage vehicle sympathy.	
<b>AUTOMATIC GEARBOX</b>			
Poor use of gearbox.	Failure to exploit gearbox. Lack of understanding of use.	Refer to car handbook for gearbox features. Encourage experimentation with gearbox.	Automatic gearbox well used. Gearbox potential well understood. Lack of familiarity with automatic gearbox.
Incorrect choice of gear or mode.	Lack of understanding of gearbox functions.	Refer to car handbook for gearbox features. Encourage experimentation with gearbox.	