



Instructors Manual

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Introduction

“Our philosophy promotes safe driving skills and attitudes through our continuing programme of volunteer run pre-licence driver development events.

We believe that the most effective way to enable this vulnerable group to respond to the challenges faced by novice drivers is by:

Substantially increasing their awareness and understanding of road risk;

Supporting them in developing a positive safe-driving attitude;

Increasing their level of technical competence as drivers; and

Learning to drive to a high standard while having great fun and meeting new friends.”

These are the words that the public read when they open the Homepage of our website.

The aim of Instruction is to impart the information and help to develop the skills that will enable the Members and Associates to achieve those goals. As an Instructor you are central to the Club achieving those aims and objectives.

Instructors

Instructors primarily come from the following sources:

- Former Associates
- Current Associates
- Former Members

Whoever they are and whatever their background, they believe in the Club’s philosophy and in what it is doing to educate the next generation of young drivers to be safer and live longer.

As a new Instructor you may be concerned that you have no training in being a “teacher”. Yes you have, otherwise how did your Member reach a Grade, whereby you are superfluous to their requirements, other than to drive them to venues and pay for the fuel.

It is easier to instruct other Members than it is to teach your own!

Instructor Skill Set

- Patience
- Enthusiasm
- Communication
- Ability to demonstrate specific aspects of driving
- Good working knowledge of the Highway Code

This skill set will enable you to assist Members in rising from Ungraded to Grade 3. It is up to this level that the driving ability of the Member is based around the “Mirrors, Signal, Manoeuvre” procedure.

If you wish to instruct Members whose aims are higher than Grade 3 you would need to add the following to your skill set:

- Ability to drive and demonstrate the System of Car Control
- Reasonable working knowledge of Roadcraft, the Police Drivers Handbook

Then there is a Senior Instruction Team, which comprises of the Instructors responsible for saying to Associate Members “Your Member can drive without Associate supervision”. These are the Instructors who are Examiners for the Grade 1 Tests and Grade X assessment drives.

The Club would prefer that every Senior Instructor have an advanced driver qualification, either as an emergency service's response driver, a Full Member of Institute of Advanced Motorist or a holder of the RoSPA Gold certificate.

The fact that our Senior Instructors have these qualifications adds to the Club's credibility as it interacts with Government bodies, venue owners, motoring associations and road safety organisations.

Instructor Development

A "new" Instructor will not be expected to assess the higher Grade Members immediately. There will be a development through the Grades, just the same as there is for the Member. Some Instructors may not want to be involved in the more advanced stages of the Member's development. The Club is more than grateful for Instructors' at every level.

If you wish to progress to instruct at the higher Grades you will be assisted by the Chief Instructor and the Senior Instructor Team to develop those skills required. You should be open to constructive discussion about your skills both in instructing and driving. You may choose to undertake some advanced driver training that would develop your knowledge and skills, which can then be passed onto the Members.

The instruction process must be enjoyable and give a sense of achievement to the Instructor. It must not be stressful.

Instruction Guidance

The Instruction Coordinator will allocate the Members to Instructors and this will be announced at each briefing. Please ensure that you are available at the time allocated, so that one session does not overrun into the next.

Set out below is a guidance framework for an Instruction session:

- Meet & Greet
 - Introduce yourself to the Member and their Associate using your Christian name.
 - Invite the Associate to sit in the rear passenger seat, unless it is a Grade 1 or X Test. The Associate **must** accompany you at all times.
 - Try and relax the Member, especially at the lower Grades, where most of them will regard you as a figure of "Authority". If you have or had, a Member in the Club, tell them about it.
 - Reassure them that it is not a "Test". The Club does not "Test" until Grade 1 is attempted.
- Ensure the Member's "personal space" at all times.
- Review the Grading & Progress Sheet.
 - Review the previous marks and review the previous Instructors comments.
 - Ensure that all the next grade's prerequisites have been completed. If not tell the Member and the Associate that you will **not** be able to upgrade the Member at the end of the current instruction session, and point out the prerequisites that **must** be completed before the next grade can be awarded.
 - Determine if there are any competencies that you should focus on.
 - Ask the Member if there are any competencies that they would like you to focus on instructing.

- The Aim of the Session
 - Explain any competencies that you intend to focus on.
 - If you intend to evaluate the Member's ability, explain that you will just observe and not say very much for the first few minutes of the session. Nothing terrifies a Member more than a silent Instructor.
 - Explain that you will be making notes and that you write down "good" things as well as "not so good" things. Writing notes can distract the Member's attention and cause unwanted stress.
 - Explain the route and how you will give them direction instructions.
 - Ensure that the Member understands the word "Stop".
- The Drive
 - Ensure that you remain calm at all times.
 - Give clear and concise instructions.
 - Talk the Member through the competency you are instructing.
 - If necessary demonstrate the competency. Ask the Associate if they have any objection to you driving their car, before you demonstrate anything.
 - If the Member is struggling or clearly nervous, find a safe place to stop and calm things down.
- Debriefing
 - Make sure you have left 10 minutes at the end of the session for the debriefing.
 - Ask the member how they felt the session has gone. Use a question and answer technique to help the Member analyse their own performance. This may be challenging!
 - Use the "sandwich" approach to your analysis of the session. (Praise first; then room for improvement; then praise at the end).
 - Complete the Grading & Progress Sheet with the appropriate marks. (Refer to the **Marking System** below)
 - Complete the Instructors Comments sheet.
 - Overall comments on the drive.
 - Identify no more than three items that the Member should work on to improve. More than that will cause the member and Associate to try and improve too much at one time.
 - A final few words of encouragement.
 - Ask if the Member and Associate if they have any questions.
 - Close the session pleasantly and politely.

The Grading System

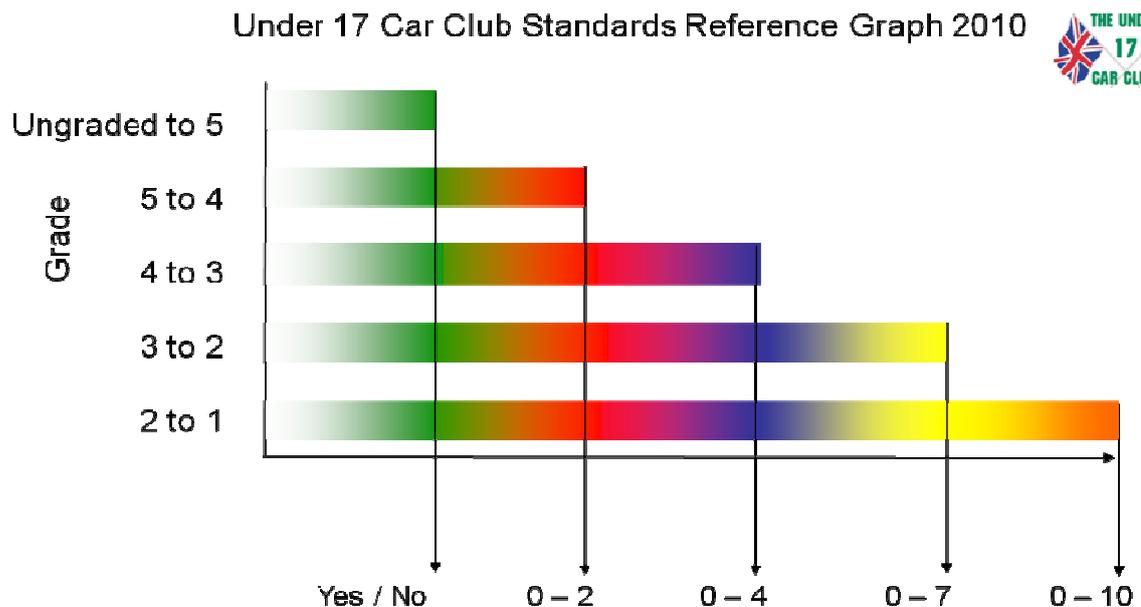
The Club must have a fair and consistent framework for the development of the Members' driving skills. It therefore follows that the assessment process should also be consistent. That is difficult to achieve because every Instructor will bring differing knowledge and judgement to the process. The Club has a defined grading system, which can be found in the **Members Manual**. This sets out the competencies and prerequisites for each grade and every Instructor **must** be familiar with these.

Each Member **must** have the appropriate Grade & Progress Sheet with them before an Instruction session can be undertaken. These are in the **Grading & Progress Manual for Members** and every Instructor **must** be familiar with these.

If clarification is required regarding the contents of either of these Manuals, please refer to the Chief Instructor or their Deputy.

Marking System

There are minimum marks for each competency at each grade as set out in the graph below:



Instructor Mark Range Per Grade

Marking Summary

- 0 = Not Assessed or Not Instructed during the session.
- 1 = Introduced to the competency and working towards it at Grade 4.
- 2 = Demonstrating the competency unprompted, meeting **Grade 4** standard.
- 3 = Introduced to the skill and working towards Grade 3 level.
- 4 = Demonstrating the competency unprompted, meeting **Grade 3** standard.
- 5 = Introduced to the skill and working towards the skill at Grade 2 level.
- 6 = Working on the skill but needs practice, or is demonstrating the skill after prompting.
- 7 = Demonstrating the competency unprompted, meeting **Grade 2** standard.
- 8 = Introduced to the skills and working towards Grade 1 level.
- 9 = Demonstrating a good understanding and execution of the competency mainly unprompted.
- 10 = Consistently demonstrating the competency unprompted, to a sufficient level to attempt a **Grade 1 test**.

The methodology of marking is designed so that the Member can see a numerical progression from 0 to 10 as they progress through the Grades.

The methodology also permits marks higher than the current Grade standard requires to be awarded for skills at which the Member excels. This encourages the Instructor and the Associate to focus efforts on areas needing further tuition and practice.

Before a Member can upgrade they **must** attain the minimum mark required.

Instructor discretion

Each Grade has minimum requirements set, and in most cases they **must** be achieved before a Member can progress to a higher grade.

However, there will be cases where a Member is just failing to reach the minimum requirements, but in the interests of providing encouragement they should be upgraded. This can be most readily applied when a Grade 5 Member is working towards Grade 4 and, sometimes, a Grade 4 Member is working towards Grade 3.

This allows flexibility in allowing a Member to progress to the next Grade, if it enables the Member to address specific issues more effectively.

General grade overview

Before any instruction starts the Instructor **must**:

- Review the previous marks and review the previous Instructors comments.
- Ensure that all the grade prerequisites have been completed. If not tell the Member and the Associate that you will not be able to upgrade the Member on this occasion, and point out the prerequisites that have to be completed.

Working towards Grade 5

For each competency there is a simple "yes" or "no" decision. If you are satisfied with the Member's performance at each of the competencies then you **must** undertake a brief circuit drive to ensure that the Member is comfortable with being in proximity to other vehicles. You **must** ensure that both the Member and Associate understand the Cone Recognition and Marshals Recognition rules, and the Associate and Instructor **must** complete these boxes on the Grading & Progress Sheet to indicate this.

When Grade 5 is awarded the Associate **must** also countersign the bottom of the Grade 5 Standard Sheet.

Working towards Grade 4

For each competency a score of **2 must** be achieved. At this stage the Member may have been driving for less than 40 hours and there may be little instruction history to refer to. The Member will make errors both in the understanding and the execution of competencies. However this is an "encouragement" grade and this is where "Instructor Discretion" is mostly likely to be appropriate. There can be no hard and fast rule and Instructor judgement is required.

The Member should be responding to commands and the Instructor should feel that the Member is safe in proximity to other vehicles and is leaving sufficient space for errors to be corrected.

If you have undertaken the third instruction session of a Grade 5 Member and they are still not competent enough to be upgraded, there **may** be some fundamental issues that are preventing progress. They will have attended more than 10 meetings and still be unable to achieve Grade 4. There may be personal issues that the Associate has not made the Club aware of, and this may be impacting progress. If this situation should arise it should be referred to the Chief Instructor, or their Deputy.

When Grade 4 is awarded the Associate **must** also countersign the bottom of the Grade 4 Standard Sheet.

Working towards Grade 3

For each competency a score of **4 must** be achieved. The Member may well have completed 60 to 100 hours driving by the time they are ready for Grade 3. The Member should be able to demonstrate a safe and confident driving ability. There will still be errors at this level, which on the "0 to 10" scale is only four tenths of a Grade 1. At this stage the Member will not have been introduced to the System of Car Control, but they should be consistently using the "Mirrors, Signal, Manoeuvre" technique.

The Member may have a good instruction history to refer to that will indicate their progress. There is no prerequisite for a number of sessions to be completed before the Member may be upgraded to Grade 3.

There is no prerequisite for any skill tests to be completed. The competencies listed in the Grading & Progress Manual show that achieving Grade 3 requires the Member to demonstrate that they are able to perform a number of manoeuvres. The Club knows this as "close car control". In a single instruction session there may not be sufficient time for all the manoeuvres to be demonstrated, so the Instructor may use the results of previous instruction sessions to focus the current one. The Instructor may choose not to have the Member perform a particular manoeuvre, if the instruction history indicates consistent achievement of that manoeuvre.

In some exceptional cases Instructor's Discretion may be appropriate when upgrading to Grade 3. However, it would have to be supported by a substantial record of instruction history as a Grade 4 working towards Grade 3, and may be exercised because of exceptional circumstances. If an Instructor has any doubts or requires clarification please refer to the Chief Instructor or their Deputy, before upgrading the Member.

When Grade 3 is awarded the Associate **must** also countersign the bottom of the Grade 3 Standard Sheet.

Working towards Grade 2 – The Instructor who undertakes the **first** instruction session of a new Grade 3, working towards Grade 2, must ensure that the Member has received a copy of Roadcraft, the Police Driver's Handbook. There is a box at the bottom of the Grade 3 Grading & progress Sheet that will indicate that Roadcraft has been issued.

The first instruction session **must** focus on ensuring that both the Member and the Associate have an adequate understanding of the System of Car Control ("The System"). Remember the Associate will be tutoring the Member, and they may have never heard of the System. If necessary be prepared to give a brief demonstration of the System.

For each competency a score of **7 must** be achieved before Grade 2 can be awarded. **There is little scope for exercising Instructor Discretion when awarding Grade 2.** Remember awarding Grade 2 permits the Associate to sit in a rear passenger seat. Although this does not absolve the Associate from responsibility for the control of the vehicle, it does limit their physical ability to intervene. An Instructor therefore has to be satisfied that the Member has achieved the required skill level for each competency.

The Member may well have been in the Club for number of seasons and have significant driving experience and will have a significant instruction session history to refer to.

The Member **must** be able to demonstrate a safe, mature and confident driving ability. There will still be some errors but they should not persistently be the same type of mistake. The Member should now be demonstrating that their ability is seven tenths of a Grade 1.

Before they can be considered for upgrading they will have to have undertaken the minimum number of instruction sessions as indicated in their Grading & Progress Manual.

When Grade 2 is awarded the Associate **must** also countersign the bottom of the Grade 2 Standard Sheet and sign the disclaimer at the bottom of the Grade 1 Standard Sheet, acknowledging the Associate's responsibility for control of the car while seated in a rear passenger seat.

Grade 2 Instructing

In order to achieve Grade 1 a Member is required to undertake a three-part Test. Once a Member has attained Grade 2, then the Instructor **must** introduce the Member and Associate to the concept of a "Test". All Grades up to and including Grade 2 have been attained by assessment, but to attain Grade 1 requires the member to pass a three-part test.

There are no new competencies required to be able to take the Grade 1 Test, but there is the addition of advance driving, which is set out in the Advanced Driving Manual. All Advanced Driving instruction is carried out by the Senior Instructors.

Before the Member can be considered for a Grade 1 Test they will have to have undertaken the minimum number of instruction sessions as indicated in their Grading & Progress Manual.

Working towards Grade 1

For each competency a score of **10 must** be achieved before the Member can attempt a Grade 1 Test.

The Member will have been in the Club for number of seasons and have significant driving experience. There will be a significant instruction history to refer to and other Instructors to refer to for further information about any particular Member.

The Member **must** be able to demonstrate that they can consistently drive to the System of Car Control. They must demonstrate a mature, safe and confident approach to their driving at all times.

The Member will still make errors at this level, because nobody drives perfectly all the time. However, these errors **must not** persistently be of the same type.

The Member **must** be able to demonstrate that they can handle distractions and pressure. The Instructor **must** make the Member and the Associate aware that both will be applied during the Grade 1 Test, to ensure that the Member can make the appropriate decisions and judgements when they are driving without supervision.

If the Member wants to take the Grade 1 Test they must demonstrate Grade 1 skill levels.

Any questions?

If you have any questions about the contents of this manual, or on matters of instruction policy, please refer to the Chief Instructor or their Deputy.

Grade 2 & Grade 1 - Competencies

POWDER & Cockpit Checks	2007 - Appendices pages 164-166 2013 - Appendices pages 254-258
Attitude & Mental Skills	2007 - Chapter 1 Mental Skill for Better Driving 2013 - Chapter 1 Becoming a better driver
System of Car Control	2007 - Chapter 3 The System of Car Control 2013 - Chapter 2 The System of Car Control
Information	2007 - Chapter 2 on Observation & Anticipation Pages 19-31 and Chapter 6 Driver Signals 2013 - Chapter 3 Information, observation and anticipation and Chapter 8 Driver Signals
Position	2007 - Chapter 7 Positioning 2013 - Chapter 9 Positioning
Speed	2007 - Chapter 4 Acceleration, using gears, braking & steering 2013 - Chapter 5 Acceleration, using gears, braking & steering
Gear	2007 - Chapter 4 Acceleration, using gears, braking & steering 2013 - Chapter 5 Acceleration, using gears, braking & steering 2007 - Note special attention should be paid to the overlapping of braking and gear selection. Refer to Pages 69-70, carefully noting the first paragraph of this section. 2013 - Chapter 2 The System of Car Control Pages 37-39, carefully noting the first two paragraphs of this section)
Acceleration	2007 - Chapter 4 Acceleration, using gears, braking & steering. 2013 - Chapter 5 Acceleration, using gears, braking & steering
Steering	2007 - Chapter 4 (Page 77-79) Acceleration, using gears, braking & steering 2013 - Chapter 5 (Pages 112-115 Acceleration, using gears, braking & steering) However do not use or consider using Rotational Steering, as set out on 2007 - Page 80 or 2013 - Page 116 There is no clear preference between “Ten to Two” & “Quarter to Three” in Roadcraft, but it is U17CC policy that the “Ten to Two” is taught as the starting hand position.
Cornering	2007 - Chapter 8 Cornering 2013 - Chapter 10 Cornering The widen open nature of many of the Club’s venues make the application of “limit point” cornering techniques, 2007 - Page 122 2013 - Page 172 difficult to adequately demonstrate, however you should be able to describe the process.
Overtaking	2007 - Chapter 9 Overtaking 2013 - Chapter 11 Overtaking
Manoeuvres	
Mechanical Sympathy	The active safety features that are fitted to the vehicle and how they function Chapter 5 Maintaining vehicle stability Page 89 (Chapter 7 Maintaining vehicle stability Pages 138-139)
Commentary	
Automatic gearbox.	2007 - Chapter 4 Acceleration, using gears, braking & steering (Page 68) 2013 -Chapter 5 Acceleration, using gears, braking & steering (Pages 100-103)