

# Specification

RoSPA Level 4 Award in  
Advanced Behavioural  
Driver Training (International)



# Introduction



The Level 4 International Award in Advanced Behavioural Driver Training is an international qualification. Learning outcomes have been benchmarked at **Level 4** using the Office of Qualifications and Examinations Regulation (Ofqual) Regulated Qualifications Framework (RQF) level descriptors.

This qualification is **not** on the Ofqual register of qualifications. It is self-regulated by RoSPA Qualifications. It has been developed for the international market only.

**RoSPA Qualifications is an Awarding Organisation (AO) regulated by Ofqual and operates independently from RoSPA RFS and RoSPA training.**

## Award Purpose

The purpose of this international award is to support participants to develop their knowledge of:

- European Goals for Driver Education
- Gibbs Reflective Cycle
- System of car control: Information, Position, Speed, Gear, Acceleration (IPSGA)
- Frameworks for coaching.

This award will enable Participants to apply their knowledge of driver training theories and practice to be an effective international driver trainer.

## Entry Requirements

Entry to this international qualification is limited to those holding a full valid driving licence that covers them to drive in the jurisdiction where the training for the qualification is taking place.

Due to the requirements within this award participants must have the ability to read and write in English.

Participants **must** be able to drive to an advanced standard and **must** hold one of the following:

- ADI (Approved Driving Instructor) tested and approved by Driver and Vehicle Standards Agency
  - IAM RoadSmart (Institute of Advanced Motorists)
  - RoSPA Advanced Test at 'Gold'
- Or** other UK or international equivalent.

In addition to the above, Participants/s will be expected to have:

- Minimum of three years in a driver training role
- Have a good working knowledge and understanding of local traffic law.



**Centres must see evidence of the above before participants attend the course to confirm participants have achieved the required entrance requirements.**

**Evidence submitted by participants will be part of a quality assurance process by RoSPA Qualifications. Failure to provide this information to RoSPA Qualifications may result in participants not being awarded certificates.**

RoSPA Qualifications will not restrict access on the grounds of prior academic attainment, age, employment and geographic location.

## **Re-validation guidance and Continuing Professional Development (CPD)**

This qualification provides participants with a valid award that demonstrates they have met the standard required to coach authorised drivers. Participants should undertake and record regular CPD activities, for example: records of training delivered and outcomes, updating skills, reflective accounts, re-assessments and outcomes.

### **Structure**

This Level 4 International Award in Advanced Behavioural Driver Training is not unit-based. All assessment criteria must be achieved

### **Total Qualification Time (TQT)**

The total qualification time is a minimum of **45** learning hours, which is made up of:

**10** Unsupervised Learning Hours to be completed before attending the course  
**35** hours of guided learning hours (GLH). This can be delivered over a maximum of six weeks.

The unsupervised learning must be completed by the participant before attending the course. This includes:

- Updating their knowledge and understanding of road law and procedures for the jurisdiction in which the training is taking place
- Preparation of a 20 minute learning event (teaching session)
- Familiarisation of the content of the European Goals for Driver Education
- Updating their knowledge and understanding of current driver coaching models and client centered approaches
- Updating their knowledge and understanding with the system of car control IPSCA: (Information, Position, Speed, Gear, Acceleration).

**It is the centre's responsibility to provide participants with the pre-work before they attend the course leading to the qualification. It would be beneficial if the participant sends their completed pre-work before attending the course**



## ID Requirements

All participants must be instructed, ahead of the course/assessment, when the participant registers and / or with any pre-course materials, to bring photographic identification to the assessment to be checked by the centre.

It is the responsibility of the centre to have systems in place to ensure that the person being assessed is the person they are claiming to be. All centres are therefore required to ensure that each participant's identification is checked before they are allowed to undertake the assessment.

RoSPA Qualifications will accept the following as proof of a participant's identity:

- National identity card (e.g. Emirates ID card)
- Valid passport (any nationality)
- Signed photo card driving licence
- Valid warrant card issued by police, local authority or equivalent or
- Other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card.

## Assessment Information

This award is assessed through the following activities:

- Practical demonstration of participant's classroom and on-road client-centred coaching standards (10 minute Audio recording will be required to be submitted to RoSPA Qualifications.)
- Practical driving assessment
- Written assignments (authenticated by assessor and participant)
- Two written reflective accounts (authenticated by assessor and participant)
- Written development plans (authenticated by assessor and participant)

**All** learning outcomes must be met to achieve a pass.

RoSPA Qualifications centres should:

- Assess participant's evidence using only published assessment criteria
- Ensure assessment decisions are impartial, valid and reliable
- Develop assessment procedures that minimise the opportunity for malpractice
- Maintain detailed and accurate assessment records
- Develop and maintain robust internal verification procedures
- Provide samples of assessments for external verification to the Awarding Organisation as requested
- Monitor external verification reports and implement any needed actions



- Share good assessment practice
- Ensure all staff understand the assessment methodology.

Assessments are internally marked, verified by the centre, externally verified and moderated by RoSPA Qualifications. (The level of moderation will be based upon the risk level of the centre).

Documents for recording the assessment can be found on our Qualification Management System (QMS).

## Centre Approval for Delivery

Any organisation seeking to deliver RoSPA International Qualifications is required to be a recognised centre. If they are not yet a centre, they will need to complete the application for centre recognition and qualification approval form, and submit evidence to demonstrate that it meets the criteria laid out in the application form.

In addition, evidence should be available for inspection by RoSPA Qualifications' External Verifiers (EVs) during visits to the centre, or on request from RoSPA Qualifications, to demonstrate ongoing compliance with the criteria during the operation of the international qualification.

## Centre Policies

RoSPA Qualifications requires that all centres must have a range of policies and procedures to underpin the delivery of their qualifications.

Essential policies and procedures are:

- Equal opportunities and diversity policy
- Participants appeals procedure / policy
- Complaints policy and / or process which participants can access
- Arrangements to prevent and investigate allegations of malpractice and maladministration
- Conflicts of interest policy.

**It is the centre's responsibility to ensure that all employees are aware of these policies and procedures and they are adhered to at all times.**

**Participants must also be made aware of the policies that are relevant, such as the complaints and appeals policy.**

Failure to adhere to these policies and procedures may result in withdrawal of the centre's approval to deliver qualifications.



RoSPA Qualifications has policies and procedures in place to support centres, these include:

- Reasonable adjustments and special considerations
- Equality and diversity
- Appeals policy
- Complaints policy.

These policies can be found on our website, [www.rospace.com/qualifications/policies](http://www.rospace.com/qualifications/policies)

## Participant Resources

Participants will need to have access to the following:

- A suitable learning environment
- Supporting study materials
- An appropriate training vehicle - fully insured, roadworthy and legal
- Access to the internet.

## International Delivery and Assessment Team

RoSPA Qualifications recommends that members of the course delivery team hold some standard of advanced driving:

- ADI (Approved Driving Instructor) tested and approved by Driver and Vehicle Standards Agency
- IAM RoadSmart (Institute of Advanced Motorists)
- RoSPA Advanced Test at 'Gold' level.

Or other international or UK equivalent.

In addition

- Hold a training / mentoring -/assessing qualification, international standard or UK
- Have current knowledge and application of 'Roadcraft', (within three years)
- Have extensive experience of delivering classroom and on-road driver -/ -rider training, (within three years).

**Due to the diversity of international standards, the qualifications and competencies of driver trainers / assessors, centres must submit CVs of trainers and assessors to RoSPA Qualifications for consideration.**



Trainers and assessors should be able to provide evidence of occupational competence such as a valid certificate; written evidence of recent practice, signed by their manager; or other evidence of continuing professional development (CPD) activities related to the subject matter that they are training or assessing.

## Centre Arrangements for Internal Verification

RoSPA Qualifications requires centres to have a functioning quality system in place, appropriate to the number of participants. Centres must internally verify (IV) 20 per cent of all assessments that take place.

There are three main aspects to the role of the Internal Verifier:

- Verifying assessments
- Verifying written assignments
- Developing and supporting trainers and assessors
- Managing the quality of delivery.

RoSPA Qualifications requires those involved in the internal quality assurance process to be suitably experienced and /or qualified, for example:

- Are knowledgeable of the subject / occupational area to a level above that which they are internally assuring
- Are vocationally competent, where required, for the specific international qualification and the assessment strategy
- Have experience and expertise in internally assessing different types of evidence
- Have an understanding of what is sufficient, valid and authentic evidence
- Are familiar with their centre's internal quality assurance policy, the qualification content, and the assessment requirements, as laid out in the assessment guidance documents and specifications.

## External Verification by RoSPA Qualifications

Centres are required to comply with requests from RoSPA Qualifications to externally verify (EV) any courses that take place. EV visits may take place announced, or unannounced, and either in person or virtually, via Microsoft Teams.

The level of external verification will be based on the centre's risk level.

The EV will be conducted in English, and if no English speakers are available, centres should contact RoSPA Qualifications.

# Learning Outcomes and Assessment Criteria



Learning Outcome	Assessment Criteria Number	Assessment Criteria	Assessment Method
1. To be able to understand the concept of 'Roadcraft: The Police Driver's Handbook' the 'Goals for Driver Education'	1.1	Evaluate how human factors and journey context determine driver behaviour with respect to the Goals for Driver Education (GDE) ( <i>Hatakka et al 2002</i> )	Written assignment
	1.2	Evaluate the effectiveness of Gibbs' Reflective Cycle (1988) in thinking through all the phases of an experience or activity	Written reflective accounts and development plans
	1.3	Describe theoretical benefits of a methodical system of car control as defined in 'Roadcraft': Information, Position, Speed, Gear, Acceleration (IPSGA)	Practical demonstration and written assignment
	1.4	Analyse the reasons for using one of the below coaching frameworks. Examples: <ul style="list-style-type: none"> <li>• Goal, Reality, Options / Obstacles, Way Forward / Will (GROW)</li> <li>• Frame Conversation, Understand, Explore, Layout (FUEL)</li> <li>• Contract, Listen, Explore, Action Review (CLEAR)</li> <li>• Outcomes, Situation, Choices, Actions, Reviews (OSCAR)</li> </ul>	Written assignment
2. To be able to apply 'Roadcraft' system of car control	2.1	Evaluate the benefits of a methodical system of car control e.g. IPSGA	Demonstration drive supported by a driver development record
	2.1	Integrate a verbal feedback with a Participant to develop their driving skills	Demonstration of a coaching driving session supported by a coach development record
	2.1	Evaluate the benefits of a methodical system of car control e.g. IPSGA	Demonstration of drive with commentary and professional discussion



Learning Outcome	Assessment Criteria Number	Assessment Criteria	Assessment Method
3. To be able to coach and facilitate learning in classroom and on-road using a client-centred approach	3.1	Apply a coaching framework during a driver training session	Practical demonstration supported by a completed coaching form
	3.2	Demonstrate a teaching session related to driver safety or occupational road risk	Practical demonstration of a 20 minute teaching session
	3.3	Demonstrate effective use of coaching and client-centred techniques during driver training	Assessment of coaching standards
	3.4	Analyse client-centred approaches to overcome barriers to learning and justify the chosen methods of client-centred intervention	Written assignment supported by professional discussion
<b>Qualification Purpose and Aims</b>	To enable participants to identify and develop the knowledge, skills and understanding required to deliver effective driver training using a variety of client-centred interventions		
<b>Completion Time</b>	45 hours		

# Content



## Learning Outcome 1:

To be able to understand the concept of 'Roadcraft: The Police Driver's Handbook' and the 'Goals for Driver Education'

### 1.1 Evaluate how human factors and journey context determine driver behaviour with respect to the Goals for Driver Education (GDE) (*Hatakka et al 2002*)

- The role of the Goals for Driver Education (GDE) in driver training
- Using the higher levels of the GDE to understand the influence of journey context (level 3) and human factors (level 4) on journey outcomes
- Addressing driver behaviour (that of self and others) in order to reduce occupational road risk
- Using the competencies of the GDE in order to risk assess a journey and to reflect and self-evaluate post drive (drivers) and post training (trainers).

### 1.2 Evaluate the effectiveness of Gibbs' Reflective Cycle in thinking through all the phases of an experience or activity

- The value of reflection and self-evaluation as part of every person's ongoing personal and professional development
- Using Gibbs' Reflective Cycle to understand how self-development is a cycle of experience, evaluation, reflection and action
- Using Gibbs' Reflective Cycle to support the self-evaluation phase of the GDE framework.

### 1.3 Describe theoretical benefits of a methodical system of car control as defined in 'Roadcraft': Information, Position, Speed, Gear, Acceleration (IPSGA)

- Explaining the benefits of using a methodical system of car control such as that defined in 'Roadcraft'
- Developing understanding of how using a system enables drivers to create a flexible driving plan, manage hazards and respond safely to their driving environment.

### 1.4 Analyse the reasons for using one of the below coaching frameworks Examples:

Goal, Reality, Options/Obstacles, Way Forward/Will (GROW)

Frame Conversation, Understand, Explore, Layout (FUEL)

Contract, Listen, Explore, Action, Review (CLEAR)

- Purpose of a coaching model, or framework, to support all levels and competencies of the GDE
- Using a coaching framework to structure training by establishing a clear goal and working through a plan to achieve this



- Recording the outcomes of a driver coaching session
- Writing about the benefits of planning driver training based on stated goals within a coaching framework
- Producing a justification for a proposed coaching plan.

## Learning Outcome 2:

To be able to apply 'Roadcraft' system of car control'

### 2.1 Evaluate the benefits of a methodical system of car control, e.g. IPSGA

- Transferring theoretical benefits of the system of car control to the practical driving environment
- How to use the system of car control, on-road, in driver training
- Using the system of car control at a consistently high standard to coach an experienced driver.

### 2.2 Integrate a verbal feedback to Participant/ to develop their driving skills

- Using questioning and listening techniques in driver training (for example, as part of the conversation at the start of a training session)
- Using a coaching conversation between the trainer and driver to explore options when meeting hazards during training (for example, 'what's the plan for this situation?')
- Using different types of questions to explore a driver's thoughts and ideas and to encourage reflection and self-evaluation in conjunction with the GDE and Gibbs' Reflective Cycle
- Developing focused listening skills (for example, active listening vs automatic listening)
- Using two-way feedback between trainer and driver to measure progress and target areas for improvement
- Using scaling as a tool to check on drivers' progress towards their stated goal and instigate two-way feedback.

### 2.3 Quantify the advantages of driving to an advanced standard and complying with 'Roadcraft '.

- Legally using a system of car control in all driving situations to identify and prioritise hazards, and to create space and time to manage these
- Prevailing driving laws and rules in the jurisdiction in which training is taking place
- Assessment of driving standards using defined criteria (for example an advanced test).



## Learning Outcome 3:

To be able to coach and facilitate learning in classroom and on-road using a client-centred approach

### 3.1 Apply a coaching framework during a driver training session

- Using a coaching model or framework in driver training to determine and work through a driver's goals
- Using coaching questions and focussed listening to overcome obstacles to progress
- Using the scaling tool and two-way feedback to measure progress and plan next steps
- Recording the outcomes of a driver coaching session.

### 3.2 Demonstration of a teaching session related to driver safety or occupational road risk

- Prepare a 20 minute interactive, engaging and client-centred training session on a topic related to driver safety or occupational road risk
- Prepare materials and lesson plan
- Deliver a micro-lesson on the chosen topic that is not a presentation or a lecture and which involves all participants in discussion and activities to support the stated learning outcomes.

### 3.3 Demonstrate effective use of coaching and client-centred techniques during driver training

- Putting the client at the centre of the learning process (for example, exploring needs, motivation, previous experience, and tailoring training to a style that suits the driver rather than the trainer)
- Using different training approaches (for example, coaching, instructing and tasking)
- Developing strategies for managing human factors (GDE L4) behind the wheel (for example, putting self in the shoes of other road users, making allowances for the mistakes of other road users, using a system of car control to identify and prioritise hazards and to create space and time to respond safely).

### 3.4 Analyse client centred approaches to overcoming barriers to learning and justify the chosen methods of client-centred intervention

- Address a variety of learning needs of a 'client' using case studies based on poor driver behaviour and journey outcomes
- Compare possible client-centred approaches to overcome undesirable behaviours behind the wheel in a way that allows the client to understand the problem and take responsibility for overcoming these
- Analyse and write about the chosen intervention, based on information available from the case studies; the approaches that were considered, reasons for rejecting or accepting each approach and the expected outcome of the chosen intervention.

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