



**AN INSTRUCTORS GUIDE
TO DELIVERING
COMPULSORY BASIC TRAINING
(CBT)
&
INFORMATION MANUAL**



Compulsory Basic Training (CBT)

Please note that this is not an exhaustive guide and in certain circumstances additional advice and information can be found in one or more of the publications contained in the 'Recommended Reading Listed' at Appendix2

Contents	Page
1. <u>Introduction</u>	5
Authority to conduct CBT courses	6
Pre-course Pupil Checks	6
Suitability of CBT Motorcycle/Moped	7
Use of fluorescent apparel during training	7
Instructor/Pupil Ratios	7
• Element B & C	7
• Element A & D	8
• Element E	8
CBT Logbook	8
Full Car Licence	9
2. <u>CBT Syllabus</u>	10
Element A – Module 1	10
• Introduction to CBT	11
• Meet the legal requirement for attendance on the course	12
• Attitude to riding	12
• Highway Code and Legal Requirements	13
• Equipment and Clothing	14
• Safety Helmets	15
• Visors and Goggles	16
• Visibility Aids	16
• Fairings	17
Element B – Module 1	18
• Practical Training (Safe Environment)	18
• Motorcycle Controls	18
• Basic Safety Checks	20
• Parking and Use of Stands	21
• Mounting / Dismounting	22
• Riding Position	22
• Wheeling the Motorcycle and Braking to a Stop	22
• Starting and Stopping the Engine	23

Element C – Module 2	25
• Practical Riding (Safe Environment)	25
• Riding in a Straight Line and Stopping	25
• Riding Slowly	26
• Using the Brakes	27
• Changing Gear	29
• Riding a Figure of Eight	29
• Simulated Bends	31
• Steering to avoid a collision	32
• Rear Observations	33
• Turning Left and Right	34
• U – Turn	34
• Emergency Stop	35
Element D	36
• Pre on road briefing	36
• Attitude to riding	36
• Visibility and Vulnerability	37
• Hazard perception and anticipation	38
• Rear Observations	39
• Speed	39
• Road Positioning	40
• Separation Distance	40
• Drugs and Alcohol	41
• Passengers and Loads	41
• Weather Conditions	42
• Road Surface	43
• Bends	44
• Roundabouts	44
• One-way System	44
• Traffic Controlled Junctions	45
• Dual Carriageways, including the use of Acceleration & Deceleration Lanes	45
• Filtering in Traffic	46
• Incidents and First Aid	47
• Eco-safe Riding	49

Element E	52
• Practical On-Road Riding	52
• Traffic Lights	53
• Roundabouts	54
• Junctions	54
• Pedestrian Crossings	55
• Gradients	56
• Bends	57
• Obstructions	58
• Dual Carriageways	59
• U-Turn	60
• Stopping in an Emergency	60
3. <u>CBT Procedures</u>	63
Notification of CBT Courses	63
Reporting Accidents/Incidents	63
AMIs Ceasing CBT Courses	63
CBT monitoring visit	63
CBT Certificates DL196 (NI)	65
• Ordering procedure	65
• 'Refer to drawer' Cheques	66
• Security of CBT certificates	67
• Completion of CBT certificates	67
• Spoiled CBT certificates	67
• Expiry of CBT certificates	68
• Duplicate CBT certificates	68
• DL196 (NI) Returns	69
4. <u>Appendices</u>	70
Appendix 1 – Conditions of Authorisation	70
Appendix 2 – Recommended reading list	73
Appendix 3 – CBT DL196 (NI) certificate	74
Appendix 4 – DVA Test Centres & Telephone Numbers	75
Appendix 5 – Useful Telephone & Fax Numbers	77

CBT is being introduced to help reduce the high number of motorcycle related incidents on our roads. CBT will better prepare a rider to deal with and make them aware of the dangers associated with riding a motorcycle or moped. Since CBT was introduced in Great Britain there have been benefits to riders in terms of road safety.

From 21 February 2011 all new moped and motorcycle riders will have to complete CBT before being permitted to ride unaccompanied on a public road. Learner motorcyclists who have provisional motorcycle entitlement prior to the introduction of CBT will have to complete a CBT course as soon as possible. They have 12 months from introduction to continue riding a motorcycle without a CBT certificate or to take the motorcycle test. Full car licence holders will continue to get provisional motorcycle entitlement on their licence after the introduction of CBT but will not be able to ride a motorcycle on the road until they have a valid CBT certificate. Riders wishing to remove a restriction from their CBT certificate i.e. automatic transmission only, will have to complete a further CBT course.

CBT can only be delivered by a registered Approved Motorcycle Instructor (AMI) who has been authorised by DVA to deliver the training.

CBT will give your pupils the foundations on which to build a safe motorcycling career. However, research has shown that CBT type courses may engender undesirable as well as desirable effects. The main undesirable effect is overconfidence amongst pupils. In certain situations there is a possibility that some pupils may leave the course thinking that they are more skilled and that, as a result, they are better able to deal with dangers on the road. The perception of their skills is likely to be higher than their real ability. You should therefore openly discuss with your pupils the problem associated with overconfidence and explain that even highly developed skills are meaningless if drivers are not motivated to ride according to their own ability and road conditions.

It is important for your pupils to recognise their own personal limits in terms of their individual ability. You should encourage them to avoid overconfidence as this is clearly counterproductive and could lead to more risks being taken, and potentially, more traffic incidents occurring. Emphasis should be placed on defensive riding and avoiding overconfidence. You should instil in your pupils the knowledge and skills to enable them to become safe riders.

With this in mind the CBT course is designed to deal with the “whole” rider as it not only covers practical riding skills it covers safety aspects and behaviour. The course moves away from teaching pure practical riding skills to include knowledge, attitude and behaviour. For instance, when teaching the emergency braking exercises you

need to highlight the effects on braking distance due to small increases in speed. This will make the pupil more aware and likely to adopt a defensive riding style and to reduce speed. It is therefore important to conclude this exercise with a post exercise discussion on how to avoid putting yourself in a situation where you would have to carry out an emergency stop. This type of discussion is designed to encourage students to reflect on their own solution making processes and develop awareness and responsibility which will help them to make informed choices.

To ensure learning takes place you should fully involve your pupils in discussion around all the topics covered in CBT. The uses of two-way communication between you and your pupils will increase learning opportunities and will support, reinforce, and expand upon the information you deliver to your pupils. This type of discussion will help you determine if the desired learning has occurred. If not, you may need to spend more time on specific topics and if necessary change your training methods to suit the needs of individual pupils.

Authority to conduct CBT courses

In order to deliver CBT you must first be registered on the Approved Motorcycle Instructor (AMI) Register. Once on the register you can apply for CBT authorisation by:

- completing the application form which includes a declaration agreeing to the adherence of CBT Conditions of Authority; and
- purchasing at least one book of CBT certificates costing £200 (25 certificates per book at £8.00 per certificate)

If an AMI CBT instructor ceases to conduct CBT courses they must return all unused certificates to DVA for cancellation. A refund will be given on all unused CBT certificates, subject to administration costs.

CBT authorisation is valid for four years from the date of issue. Approximately one month before authorisation is due to expire, we will endeavour to issue a renewal application form. However, it remains the responsibility of the AMI to ensure his/her authorisation is valid and up to date. Under no circumstances can an instructor conduct CBT courses if his/her authorisation has expired.

Pre-course pupil checks

Prior to the commencement of a CBT course, you must check that your pupils have the correct licence entitlement for the motorcycle or moped they will be using during the course. The pupils need to produce one of the following forms of identification:

- A NI or GB Driving licence with the appropriate entitlement; or
- A full car licence issued by an EU/EEA member state. A Northern Ireland or GB counterpart, issued by DVA or DVLA (GB licensing authority), containing motorcycle provisional entitlement must support such a licence.

Both parts of the licence (photo card & counterpart) must be produced on arrival and the course should not commence until both have been checked for correct entitlement.

An instructor may be deemed to have aided and abetted a Road Traffic Offence if, during a CBT course, they accompany a learner on-road who does not hold the necessary provisional entitlement.

Suitability of CBT motorcycle/moped

CBT courses may be completed on:

- a moped or motorcycle; or
- a motorcycle-sidecar combination; or
- a moped that has more than two wheels; or
- a moped or motorcycle with automatic transmission.

The CBT pass certificate records whether the training was completed on an automatic motorcycle and/or one with more than two wheels and will validate provisional entitlement accordingly.

Use of fluorescent apparel during training

It is a legal requirement and a condition of your authority to deliver CBT (see appendix 1) that instructors and pupils wear appropriate fluorescent or reflective safety apparel, throughout the duration of a CBT course.

Instructor to pupil ratios

The following training ratios must be applied throughout any CBT course:

Elements B and C

A maximum of four pupils to one instructor must be observed if the training is off-road, however, if the training is being delivered on-road the ratio can not exceed

two pupils to one instructor. If more than these numbers of pupils are involved they should be separated into groups that meet the permitted ratios e.g. eight pupils (off-road) or four pupils (on-road)- two sets of four pupils or two set of two pupils with a separate instructor responsible for each group. It is not acceptable for training to be conducted in two groups combined e.g. a ratio of 8:2 or 4:2.

It is not acceptable to allow additional pupils to watch from boundaries of the training area as this will not count as part of their CBT training.

Elements A and D

There is no prescribed ratio for these elements as they are classroom based, although an AMI should ensure that only a reasonable number of pupils are involved during these sessions. This is to ensure that training is not adversely affected due to the number of pupils present. The AMI must ensure that all pupils are given the opportunity to participate and learn and the AMI is able to establish if learning has taken place with each individual.

Element E

A maximum of two pupils to one instructor must be observed for this element and all pupils must receive a minimum of four hours practical on-road riding. The training should be conducted in separate, distinct groups i.e. it is not considered acceptable for two instructors to accompany four pupils as an overall group of six. The instructor must be able to communicate with each pupil by means of a radio which is not hand held (an exemption from this requirement is permitted for trainees who are profoundly deaf).

Instructors have a duty of care when delivering training, it is therefore essential when delivering the practical elements of the CBT course you ensure that you keep your pupils in visual contact at all times. Under no circumstances should CBT pupils be mixed with other motorcycle pupils during on or off road elements, i.e. they cannot be 'tagged on' to other courses. It is not acceptable practice for instructors to carry a pillion passenger for any reason during the on-road ride.

CBT Logbook

You should supply each pupil with a CBT logbook to monitor their progress through each element of the training. The CBT logbook is a record of your pupil's training. You should advise them to keep it safe as it will play an essential part of their CBT course by keeping them up-to-date with their progress and assist them in assessing their own performance.

You must record their progress at the end of each training session and give them feedback on their performance. You should advise them of the need to bring the logbook along with them to each training session. After they have successfully completed a module you must complete the module completion form contained in the logbook. This form must be signed and dated by you and your pupil. You should detach the duplicate copy page and leave the original in the logbook. This is the pupil's record proving that they have completed a module or modules. When all 3 modules have been completed you must issue your pupil with a CBT certificate. This certificate is valid for two years from the date in which they complete the course. You should advise them to keep this certificate safe as they will need to present it to the driving examiner when they take their practical riding tests or to the PSNI or DVA enforcement officer if requested.

The CBT logbook will allow you to record when each of the elements has been completed.

Full car licence

Anyone who passes their car driving test (Cat B) prior to 21 February 2011 has full entitlement to ride mopeds (Cat P). Anyone who passes their car test on or after 21 February 2011 also has full moped entitlement but needs to take a CBT course in order to validate that entitlement. Once the CBT course has been completed, they will be able to ride a moped without L-plates. The CBT certificate validating full moped entitlement on a full licence will remain valid for mopeds for the life of the licence but may be revoked as a result of a conviction or medical condition. It is therefore important you inform your pupils that they need to keep the certificate safe as it is their proof of full moped validation.

Additionally, anyone holding a provisional motorcycle or moped licence prior to 21 February 2011 will have 12 months to either complete a CBT course or obtain a full motorcycle licence. If they choose the CBT course option they will be entitled to ride with L-plates for a period of two years or until they have passed their practical test. If the car driving test is passed during the 2-year life of the CBT certificate their full moped licence will be validated.

DVA do not expect AMLs to retain CBT records for more than two years.

The NI CBT course has three modules which include five elements, each of which provides its own unique core competency and as such its own importance. Together the modules cover the basic core competencies required for safe riding and it is important that the trainee's training is not influenced by any unnecessary constraints or additional pressures. This approach is needs based and there are no time constraints between modules or elements; this will ensure that trainees learn at their own pace. However, minimum time duration of 4 hours training has been set for module 3 (element E) to ensure that the practical on-road elements are covered in sufficient detail.

The modular approach to CBT in Northern Ireland requires AMIs to complete a logbook for each pupil, which must be signed by the AMI and the trainee on completion of each module. Completed modules may be banked, and if necessary, these can be transferred from one CBT course to another and from one AMI to another.

The syllabus for CBT courses, and the order in which the 3 modules must be delivered, is specified in legislation. The order in which the headings or exercises within each element is covered can be varied; however each element must be completed in full before the next commences. Courses can be delivered in bite size chunks of one or two hour lessons or as one course over 2 days. Regardless of which option the trainee takes you must ensure that pupils do not exceed seven hours training during any 24 hour period and sufficient breaks are included of at least 30 minutes after a four hour period.

CBT certificates are valid for two years. If the trainee has not gained a full licence during that period they will have to complete CBT again if they wish to continue riding. Even if a pupil has previously completed a CBT course, they are still legally required to complete the full CBT syllabus before being issued with a further CBT DL196 (NI) certificate.

The three modules are:

Module 1

Element A – Introduction

Element B - Practical training (conducted in a safe environment either off-road or on-road)

Module 2

Element C - Practical riding (conducted in a safe environment either off-road or on-road)

Element D - Preparation for on-road riding

Module 3

Element E - Practical on-road riding

The elements must be taken in alphabetical order.

As previously stated, your pupils should only move onto the next element when you are satisfied that they have learnt the necessary theory and demonstrated the required practical skills to a safe basic level.

Within each element you are free to deliver the training in the order which you feel is most appropriate for your pupils and which matches their level of experience.

You need to ensure that your pupils progress through the course at a pace that suits them. Encourage them to ask questions if they have not understood something.

Remember; *As an experienced motorcyclist you have valuable advice to give to learner riders and motorcycle enthusiasts. Take CBT seriously and encourage your pupils to enjoy learning safely.*

MODULE 1

Element A

Introduction to CBT

This element is an introduction to CBT. You need to explain to your pupils the aims of CBT and why it was introduced. Explain that CBT is not a test, it is a course designed to help them develop a safe and competent level of riding before they can ride unaccompanied on the road. It provides a foundation for a safe motorcycling life and helps to prepare them for the motorcycle test.

You also need to give your pupils an overview of the course content including the use and benefits of the logbook.

The time it takes to complete the course will be determined by the ability and experience levels of your pupils. You should not move on to the next part until your pupils are ready. Within each element you are free to deliver the topics in the order you find best suits your pupils. Every topic must, however, be covered to the necessary level.

Each pupil must demonstrate to you that they have the basic skill level and an understanding of each topic. This may be through question and answer sessions for the theory or through practical demonstrations of their riding ability.

Meet the legal requirement for attendance on the course

The purpose of this element is to establish if your pupils have the correct licence entitlement and meets the legal eyesight requirement for riding; it should also be used to explain to the pupils what these requirements are and the importance of ensuring they are legal to ride on the road. Your pupils must also understand and know how to recognise the effects of eyesight deterioration.

The regulations in relation to eyesight state that, in good daylight, you should be able to read a vehicle number plate with letters 79.4 mm (3.1 inches) high at a minimum distance of 20 metres (about 66 feet). Number plates in the older format have a wider font and should be read from a distance of 20.5 metres (about 67 feet).

If a pupil cannot read the number plate at the minimum distance they may not continue the course. If a pupil uses glasses or contact lenses to enable them to read the number plate, they must wear them for the rest of the course when riding. They should also be made aware that it is a legal requirement for the practical test and that if they cannot read a number plate the practical test will not take place.

You should make your pupils aware that it is their responsibility to ensure that their eyesight continues to meet the legal requirement and that it is essential that they have their eye sight checked regularly.

At the end of this element your pupils should understand the purpose and content of CBT. Many of your pupils may be experienced car drivers who find CBT an interesting experience, one with the potential to increase their awareness of hazards.

Understand the importance of the correct attitude to riding

Attitudes are beliefs and/or opinions about objects and events and the positive or negative affect (feelings) associated with them. Attitudes affect motivation levels, which in turn influence a person's behavior.

Attitude is one of the key contributory factors in road safety. It is therefore important that all road users have the correct road safety attitude. Each pupil brings their own unique personality and attitudes to CBT sessions. It is not the purpose of CBT to change a person's character, but it should help the pupil develop a realistic view of their riding skills and the ability to become a better rider.

Most riders know that it is forbidden to ride above the speed limits, continue against a red light, ride under the influence of alcohol, drugs etc. Their motivation to obey these rules is affected by their attitude and behaviour, their insight about consequences of dangerous behaviour and their self assessment all play a role in their ability to ride safely.

This element of the CBT syllabus should be used to discuss with your pupils how and why attitudes/personality and the choices they make have an impact on road safety. It is essential that you help your pupils to understand the issues and implications around their behaviour and attitudes, as well as those of other riders, and the importance of managing interactions appropriately to be a safe and responsible rider.

A responsible rider should be expected to be aware and conscious of their own personality, the impacts of their objectives and choices in traffic, particularly when they affect safety, other road users or the environment.

The key objective of this element of the CBT course is to ensure your pupils become *responsible riders*. Responsibility covers areas such as safe riding, social skills, ecological riding, and the ability to assess one's own actions and the impact this has on others.

Demonstrate a basic understanding of the Highway Code and the legal requirements for riding on the road

Encourage your pupils, as road users, to obtain a current copy of *The Official Highway Code for Northern Ireland* and refer to it as often as possible. The Highway Code is available at www.nidirect.gov.uk. Without knowledge of the rules governing riding on the road your pupils will find it difficult to deal with all aspects of their training.

While the Highway Code contains all the essential elements of road safety, specific elements relating to CBT will not be covered in any great detail. Therefore you are required to extend the information contained within the Highway Code to cover the elements of CBT.

Advise your pupils that the information contained within the Highway Code is not just to help you to pass your test. It contains a wealth of information and advice which is designed to keep them and other road users safe. Encourage them to refer to it often and follow the advice it gives.

Before your pupils can ride on the road there are minimum legal requirements they must be aware of. You need to explain about:

- road tax, insurance and MOT certificates;
- provisional motorcycle licence entitlement;
- CBT certificate; and
- 'L' & 'R' plates.

In addition you need to inform your pupils about general roadworthiness and the legal requirements around the use and correct fastening of their helmet. Your pupils need to make sure that they have all the legal aspects in order before riding on the road.

Whilst DVA endeavours to send, prior to expiry, reminder notices for MOT and vehicle licences there is no obligation to do so. However, DVA will not issue reminder for CBT certificates.

Understand the importance of having the right equipment and clothing, including the correct fitting and securing of safety helmets

This session should cover the law relating to the use of safety helmets. You should discuss the various types of helmets available and how to tell which ones meet the relevant standards. Also explore issues of shelf-life, exposure to sunlight or hazardous chemicals, and the need to replace after any impact etc.

You should discuss and encourage the use of protective clothing such as body armour, thorax and back protectors, ear-defenders, heated clothing and the importance of ensuring these fit well and are in good order.

The session should also cover how to maximise visibility when using full-face helmets etc and how appropriate clothing and footwear can be used to mitigate the effects of extremes of temperature and to reduce injury in the event of a crash. You should discuss the risks of riding without adequate ear protection particularly on long journeys and the use of windscreens and fairings to reduce the effects of wind and noise.

DVA recommends that pupils wear appropriate protective clothing and fluorescent or reflective apparel, throughout the duration of the course.

As well as looking at outer clothing, the talk should include helmets, visors, goggles, gloves and boots.



Motorcycle clothing is generally expensive so you need to help your pupils prioritise what they should buy first and identify less expensive alternatives. You should also discuss with your pupils the effects of getting cold and wet and how some clothing can help protect them from certain injuries.

Safety helmets

By law, all riders must wear a safety helmet when riding a motorcycle on the road (members of the Sikh religion who wear a turban are exempt). All helmets sold in the UK must either:

- comply with British Standard BS 6658:1985 and carry the BSI kite mark;
- comply with UNECE Regulation 22.05 (it will be marked with a UN 'E' mark -the first two digits of the approval number will be '05'); or
- comply with any standard accepted by a member of the European Economic Area (EEA) State which offers a level of safety and protection equivalent to BS 6658:1985 and carry a mark equivalent to the BSI kite mark.

For the latest helmet safety standards visit <http://sharp.direct.gov.uk>

As well as being a good fit, helmets must be correctly fastened

You need to explore with your pupils issues surrounding the shelf-life of a helmet, how it is affected by sun light and/or hazardous chemicals and the need to replace it if it becomes damaged or sustains a significant impact.

Your discussions should also include the different types of helmet, (open-face, full-face) and how these affect a riders all round visibility and ability to take effective all round observation. Different types of helmet construction materials and fasteners should also be discussed.

Visors and goggles

A visor or goggles are vital to protect your eyes from wind, rain, insects and road dirt. If worn visors and goggles must:

- comply with British Standard BS 4110 Grade X, XA, YA or ZA;
- display a BSI kite mark; or
- comply with a European standard which offers a level of safety and protection at least equivalent to these British Standards and carry a mark equivalent to the BSI kite mark (ECE 22-05).



Goggles may comply with the EU Directive on Personal Protective Equipment and carry the 'CE' mark.

Remember, your pupils must also know the dangers of riding:

- with scratched, damaged and tinted visors or goggles (or without eye protection);
- with a damaged helmet;
- without gloves or in inappropriate clothing; and
- without adequate clothing in bad weather.

Visibility aids

Many road traffic incidents involving motorcyclists occur because another road user didn't see them. Using some form of visibility aid will help others to see the motorcyclist in good time and act accordingly.

Your discussions should therefore cover the benefits of wearing visual aids, the different types that can be used and when these should be worn.

In daylight wearing fluorescent orange or yellow clothing will improve a rider's chance of being seen. This can be:

- a fluorescent jacket;
- a fluorescent tabard or waistcoat; or
- a 'Sam Browne' belt.

Explain to your pupils that they need to be visible from the side as well as the front and back.

Other methods to help other road users see you in daylight include:

- wearing a white or brightly coloured helmet and coloured clothing; and
- having your headlamp on dipped beam.

When riding in the dark your pupils should be encouraged to wear reflective material. This can be reflective belts, patches or strips which work by reflecting the light from headlamps of other vehicles.

This makes the rider much more visible from a long distance.
Reflective strips on your gloves will help other road users to see arm signals.

Fairings

You should discuss the different types of motorcycle fairings and the benefits these can give; including how they help to reduce the effects of wind and noise.

Motorcycle fairings come in three main types:

- handlebar fairings;
- touring fairings; and
- sports fairings.

Handlebar

These protect your hands and body and are available in either sports or touring styles.

Touring

These provide weather protection to the hands, legs and feet. They also make high-speed riding more comfortable by keeping you out of the wind.

Sports

These give some weather protection but they're mainly intended to cut down wind resistance.

Windscreens

These protect your face and body from the wind and rain.

Handlebar muffs & heated grips

These are designed to limit the effects of wind and rain on your hands. Some are electrically heated to limit the possibility of fatigue due to very cold weather.

By the end of this element your pupils should have an understanding of:

- the law relating to the use of safety helmets on the type of motorcycle they are riding;
- how to maximise visibility when using full-face helmets, reflective and fluorescent clothing etc. Understand how motorcycle fairings etc and appropriate clothing and footwear can be used to mitigate the effects of extremes of temperature and to reduce injury in the event of a crash;
- the risks of riding without adequate ear protection particularly on long journeys; and
- how failure to use appropriate protective clothing etc. may have an impact on any insurance claim that they may make in the event of a crash.

Element B

Practical Riding (this element can be carried out in a safe environment either off-road or on-road)

This element provides your pupils with an introduction to the motorcycle. Your pupils should not start riding the motorcycle in this element but get hands-on training.

At the end of this element your pupils should be able to show a working knowledge of the motorcycle and they should have a feel for the weight and balance of a motorcycle.

Be familiar with the motorcycle, its controls and how it works

You need to explain the controls in a logical order. Your pupils should be able to explain how they can be set up and where appropriate, adjusted to suit their needs.

They need to be made aware that incorrectly adjusted components such as handlebars, seating, suspension and mirrors can affect their ability to ride safely and comfortably. Fatigue may set in due to a poor riding position which in turn affects concentration levels. All of these issues play a significant part in protecting the safety of the rider and those around them.

The controls covered should include:

- **hand controls** - throttle, front brake, clutch, indicators, choke, electric starter, engine cut off or kill switch, lighting switches, horn, fuel tap;
- **foot controls** - rear brake, kick starter, gear change lever;
- **instruments** - speedometer, rev counter, warning lamps, water temperature and fuel gauges; and
- **mirrors** – types of glass, fitment, adjustment and vision

Additional information

Your pupils need to know what type of fuel should be used and what the consequences of using wrong fuel may have on their safety, the environment and financially.

They also need to know how to establish the fuel tank capacity including the reserve tank, each time they ride a different motorcycle. If the motorcycle is fitted with 'Cruise Control', you need to explain the benefits of using it and when and how it should be used.

You should explain and demonstrate how mirrors are adjusted to give the best view of the road behind. If the view to the rear is obstructed by their elbows or stature you should explain what your pupils should do to help improve this – fit longer mirror stems.

You need to outline the two types of mirror that are available:

- **flat mirrors** - These don't distort the picture of the road behind. This makes it easier for you to judge the speed and distance of traffic behind you; and
- **convex mirrors** - These are slightly curved and give a wider field of vision. This makes it more difficult to judge the speed and distance of traffic behind.

Basic skills – They should practise finding and using the controls. They need to develop a feel for the controls, especially the throttle, clutch and brakes.

Remember, you need to explain to your pupils when riding they may be wearing gloves and boots. This may affect their feel and ease with which they can reach certain controls.

Your pupils must be able to operate the controls smoothly and without having to look down to find them.

Be able to carry out basic daily and weekly motorcycle checks

You need to show your pupils how to make basic checks to ensure their motorcycle is safe and roadworthy. These checks will include that:

- tyres are in good working order, legally compliant, fitted and inflated correctly and fit for purpose;
- brakes are operating properly and there are no fluid leaks
- suspension/shock absorbers are correctly adjusted and operating correctly;
- steering is operating correctly and not fouling on cables, fairing etc.;
- wheels and spokes are secure;
- chains and belts are correctly adjusted and chains are lubricated;
- lights are in good working order and legally compliant;
- engine, gear box and transmission oil levels are correct;
- water coolant level is correct, where applicable;
- screens and mirrors, if fitted, are clean, clear and secure;
- there is no damage to the motorcycle that would impair roadworthiness;
- horn is working;
- all nuts and bolts present and tight; and
- number plate and reflectors are clean and visible.

It is important your pupils know which motorcycle checks they need to make on a daily basis and which can be left longer. This includes any seasonal variations and checks that indicate a possible underlying problem – smoking engine! Special emphasis should be placed on the maintenance of tyres, the ways in which they wear, the thread depth and pressures.

You should also cover the various products that can be used as a temporary repair in the event of a puncture – gel, foam, rubber plug and adhesive etc.

They also need to know where basic maintenance equipment is located on the motorcycle and how it can be accessed in the event of a breakdown.

Pupils should know the potential effects of failing to maintain their motorcycle in a road worthy condition. How poor maintenance standards can have serious physical consequences, in the event of a road traffic incident, for both them and any passenger they may be carrying and of the financial implications arising from any subsequent insurance claim.

Pupils need to be made aware of the role they have in protecting the environment. Incorrectly fitted, worn or noisy exhaust systems can lead to excessive emissions and noise levels in excess of the legal limit.

The disposal of waste materials (tyre, batteries etc) resulting from replacement parts or a change of engine or gear-box oil needs to be carried out in an environmentally friendly manner. All of these issues should be covered during this element of CBT.

Basic skills - While your pupils are not expected to have the knowledge or practical skills of a motorcycle mechanic, they will need to be able to recognise basic faults which could affect their motorcycle's roadworthiness.

Parking and use of the stands

Pupils should understand the importance of selecting a safe, legal and convenient place when parking their motorcycle. You should give examples, including why they should not park at night facing the wrong direction. Discuss the risks associated with leaving a motorcycle in an unlit or remote area.

You also need to touch on the security aspects when parking the motorcycle and leaving it unattended. The possible use of visual devices and the benefits of anti-theft devices, alarms and/or immobilisers.

Once a suitable location has been selected you need to explain and demonstrate to your pupils the correct procedures for dismounting a motorcycle. This should include a safe and systematic routine to ensure the correct observations are taken and that the balance and stability of the motorcycle is not compromised while dismounting.

You need to outline the possible consequences if the correct procedures are not followed – possible conflict with other road users, instability and possibly dropping the motorcycle.

You need to explain to your pupils the different types of motorcycle stands and how and when these should be used.

When using the stands they need to demonstrate the correct techniques and show an understanding of the effects that camber and an uphill or downhill gradient can have on the stability of the motorcycle.

You need to ensure that your pupils understand that incorrect methods of using the stands can lead to personal injury or damage to the motorcycle.



Once parked, pupils should be advised that the engine must be switched off including any electrical components such as headlights, fog lights etc. You need to explain why this procedure should be followed and the possible consequences for the environment. An engine left idling creates unnecessary noise and emissions and wastes fuel.

Basic skills – Your pupils will need to:

- know and understand where to and where not to park;
- demonstrate the correct procedure for mounting & dismounting from their motorcycle;
- demonstrate how to use the stand(s); and
- know and understand the potential impact a motorcycle has on the environment.

Mounting / Dismounting

You need to explain and demonstrate to your pupils to always look behind to make sure it is safe, always mount from the left and dismount to the left (the side away from the traffic) and before getting on or off apply the front brake.

Riding position

You should explain and demonstrate that when you're seated on a stationary motorcycle you should be able to place both feet on the ground and use one foot to keep your balance and the other to work the foot controls.

You should explain the best posture, which is to sit in a natural position, as determined by the motorcycle design. You should explain that your pupils should be able to reach all the controls comfortably from this position.

Wheel the motorcycle in a straight line and around to the left and right showing proper balance and bring it to a controlled halt by braking.

You need to explain and demonstrate to your pupils how to balance a motorcycle while wheeling it in a straight line and to the left and right (in either order).

Your pupils should be taught to stand on the left hand side of the motorcycle with the bike leaning slightly towards him/her. Both hands should be used to control the motorcycle, one on each handlebar grip.

Initial practice should be given in wheeling the motorcycle in a straight line before starting to develop turns to the left and right. There is no limit to the amount of times the motorcycle should be wheeled round as it is dependant on you being satisfied that your pupils have the correct balance skills.

In addition you need to teach your pupils how to use the front brake to stop in a controlled manner. That all four fingers of the right hand should be used to operate the brake lever and it should be applied gently and progressively.

Your pupils should be given the opportunity to practice braking to get the feel of the front brake. They should be taught only to brake when the motorcycle is upright and where possible in a straight line. Giving your pupils a reference point at which to stop will help them judge how to graduate use of the front brake.

You need to see that your pupils can squeeze the front brake gently and effectively to stop.

You should be in a position to prevent the motorcycle from being dropped (preferably on the right of the motorcycle).

When wheeling the motorcycle, your pupils should avoid:

- holding somewhere other than the handlebar grips;
- wobbling;
- insecure control;
- looking down; and
- harsh use of the front brake.

Basic skills – Your pupils will have to demonstrate:

- full control of the motorcycle while wheeling it;
- they have the necessary balance skills; and
- they can stop the motorcycle smoothly and at a predetermined location.

Starting and stopping the engine

You need to show your pupils what checks they need to make before starting the engine. A mnemonic such as FIGS may be used.

Fuel - The use of the choke should be explained and demonstrate to your pupils how to:

- check for fuel in the tank;
- turn on the fuel tap; and
- use the reserve position.

Ignition – Explain the engine cut off or kill switch and show the pupils:

- the positions on the ignition switch; and
- how to switch on the ignition.

Gears – Explain and demonstrate how to check that neutral has been selected:

- checking the neutral lamp;
- rocking the motorcycle back and forward; and
- spinning the rear wheel on the stand.

Start – Show your pupils how to use:

- electric starters; and
- kick starters.

It is important that your pupils know how to operate a kick start even though most modern bikes will have electric starters.

Basic skills - Before starting the engine they will need to:

- be able to find neutral and recognise a 'false neutral';
- demonstrate they know how to operate the ignition switch and any immobiliser fitted; and
- know how to operate the starter mechanism fitted to the motorcycle.

Before they start the engine make sure they don't forget to turn on the fuel. The engine may well start but will splutter and cut out before they have travelled far.

Advise them to use the choke for the shortest period necessary explaining that running with the choke on for too long can cause:

- the engine to run too fast when they are trying to slow down;
- increased wear on the engine; and
- more fuel to be used and more pollution produced.

When starting the engine your pupils need to make sure they:

- have selected neutral;
- don't hold the kick start lever down after the kick-over; and
- don't hold the starter button on after the engine has started.

When stopping the engine they need to make sure they don't:

- use the kill switch unless in an emergency; and/or
- forget to switch off the fuel tap (if fitted).

MODULE 2

Element C

Practical Riding (this element can be carried out in a safe environment either off-road or on-road)

In this element your pupils will begin riding a motorcycle. By the time they have finished this element they will have developed enough basic skills to allow them to ride a motorcycle under control.

Pupils should learn and demonstrate the essential techniques including rear observation and the Observation - Signal - Manoeuvre (OSM) and Position - Speed - Look (PSL) routines. You need to make sure your pupils can demonstrate these practical skills consistently before taking them out onto the road.

Move off and ride in a straight line and bring the vehicle to a controlled stop

You will need to explain and where necessary demonstrate what is required.

You should show your pupils how to move off and how to stop. This will include:

- using the clutch;
- selecting first gear;
- finding the 'biting point';
- keeping balance; and
- using the brakes to stop.

Explain to your pupils how to cover the rear brake and give them the opportunity to put this into practice. You will also need to show them how to ride in a straight line, including advice on how they can keep their balance.

Basic skills – They will need to practise until they can:

- coordinate the controls when moving off and stopping;
- keep their balance; and
- use both brakes in a smooth and controlled manner.

They should try to avoid

When they move off for the first time they may feel insecure. Avoid letting them ride with their feet hanging down. From the beginning they need to learn to ride with their feet up on the footrests.

When they stop they will have to put a foot down to support the motorcycle. You should explain which foot to put down. Give them an opportunity to follow your guidance and make sure they understand why.

Explain they should avoid fierce use of the controls at all times as this can lead to stalling the engine, skidding or loss of steering control.

The pupils should understand how to take effective observations including knowing the location of any blind spots, and how to check they are clear before moving away.

Giving your pupils a reference point at which to stop will help them judge how to graduate use of the brakes.

Ride the motorcycle slowly under control

Your pupils need to show you they can ride a motorcycle slowly and under full control. This is to prepare them for riding on the road where this skill will be needed to deal with:

- junctions;
- slow-moving traffic in queues; and
- hazards.

A demonstration of what is required may be beneficial to help show the level of control achievable and how slowly they will be expected to ride.

Basic skills – They will need to keep their balance and steering under control while riding slowly. The pupil should look up and ahead, not down.

They should try to avoid:

- loss of balance;
- loss of steering control;
- harsh use of throttle and brakes;
- riding too fast; and
- not using the footrests.

The pupils should understand how to take effective observations including knowing the location of any blind spots, and how to check they are clear before moving away.

You should be able to keep pace and be close enough to give advice.

Carry out controlled braking using both brakes

Your pupils will need to be able to operate the brakes in a controlled manner so they can:

- control their speed; and
- stop accurately.



You should show them how to use both brakes together for maximum control and stopping ability. The importance of this skill can be related to the need to stop accurately at junctions.

Explain to your pupils that they need to use all of their fingers on the front brake lever for maximum control and stopping power

To begin with they may find it difficult to feel how hard they need to press the rear brake but with practice they will achieve this.

Basic skills – They need to be able to stop the motorcycle at a marked position. Cones, a line or some other marker may be used to identify where they are expected to stop.

They should try to avoid:

- stalling as they stop;
- use of the rear brake before the front;
- use of one brake only;
- harsh and late use of the brakes;
- locking the wheels; and
- inaccurate stopping.

You should explain the effects of braking too hard; the wheel(s) will lock-up and skid and what to do if this happens; release the brake momentarily and then reapply it as firmly as the conditions permit.

You should explain that brakes need to be operated in a progressive, controlled manner to regulate speed and stop safely and accurately. The pupils should be instructed on how to use both brakes together for maximum control and stopping ability even if linked brakes are fitted.

You also need to explain linked braking systems; where the use of one brake control activates both brakes but in order to achieve maximum braking they will still need to make proper use of both brakes together.

The pupils should be told that the combined weight of the rider and motorcycle is thrown forward when stopping. The importance of learning this skill can be related to the need to stop accurately at junctions.

You should instruct the pupils to use the front brake before the rear. Reference can be made to the ratio of braking force applied on a dry road surface (75% front, 25% rear) and wet road surface (50% front, 50% rear), this is force not lever movement.

You should explain how overall stopping distances vary with different speeds and road and weather conditions and are broken down into thinking distance and braking distance. Examples should be provided and reference points used.

You should explain that brakes should be used when the motorcycle is upright. You should explain the physical and dynamic implications of braking while negotiating a bend – a high percentage of crashes involving motorcycles take place on bends. Aquaplaning should also be covered. Aquaplaning results from riding too fast on wet roads and can result in total loss of steering control.

Change gear satisfactorily

Explain to your pupils that they need to be able to change up and down smoothly through the gears and how they can achieve this. Be aware of the space you have available on the training area. This may limit practice to second or third gear. You should explain that the rider can tell from the engine sound when a gear change is needed, either when the engine is racing or labouring.

Basic skills – They will need to demonstrate that they can:

- coordinate the controls; and
- make upward and downward gear changes satisfactorily.

They should try to avoid:

- harsh use of the controls;
- poor coordination of the clutch, throttle and gear change lever; and
- selecting the wrong gear.

The pupil should understand how to take effective observations including knowing the location of any blind spots, and how to check they are clear before moving away.

You should be close enough to observe and give advice.

Note: *Instruction on the use of gears may be omitted for automatic motorcycles, however the CBT Certificate will be restricted.*

Ride the motorcycle round a figure of eight circuit under control

This exercise helps to develop steering and balance control when changing from one steering lock to another.

Riding in a figure of eight gives your pupils the chance to practise turning to the left and the right at slow speeds during one manoeuvre. They should continue to practise until they are confident of their ability.

There are no set size measurements for this exercise. You should start off with a large layout and reduce it as your pupils' skills develop.

Your pupils' observation should be up and ahead not looking down, thereby supporting the control of the motorcycle and enabling the early development of potentially hazardous situations to be seen when riding on public roads.

The importance of where the rider should be looking in this exercise should be stressed by you and be clearly evident when giving a demonstration.

You should explain to the rider the dynamics of a motorcycle and the changes that occur when it increases in speed

Your pupil should ride smoothly and progressively moving in the direction of travel around the figure of eight from the starting point around the cones whilst riding within any boundaries you have set. You can give your pupils reference points to look towards around the figure eight layout. As hands follow eyes it helps to look at the next reference point in advance. Your pupils should be riding at all times with their feet on the footrests to maintain balance. On finishing the exercise the rider should bring the motorcycle to a smooth stop

Basic skills – They will need to learn and demonstrate slow speed steering and balance control while taking effective observation.

They should try to avoid:

- riding with their feet off the footrests;
- looking down;
- hitting cones;
- harsh throttle and clutch control;
- excessive speed; and
- wobbling.

The pupil should be instructed to look round just before moving off.

You should be close enough to observe and give advice.

Negotiate simulated bends safely

You should explain the OSM-PSL (observation, signal, manoeuvre) (position, speed, look) routine on approach to and when negotiating bends and the types of bends, left, right, double bends, multiple bends. You should explain to your pupils that they should adopt a defensive approach to bends in relation to hazards, seen or unseen. Any bend can be a hazard.

You should explain that on right hand bends, the pupils should position to the left to improve the view round the bend and give a safety margin. On left hand bends, pupils should take up a normal road position (centre of the lane) to give a safety margin. You should explain that on the road the position may be varied (within safe limits) according to conditions.

You should tell the pupils that a rider should always ride at a speed they can stop at safely in the distance they can see to be clear. That speed should be lowest as rider begins to turn. The throttle should be used so that the engine is doing just enough work to drive the motorcycle round the bend without going faster.

You should explain that a rider should avoid braking on a bend and if unavoidable why the rear brake only should be used along with engine braking and why it is necessary to bring the motorcycle upright before using the brake. You should explain that the rider should select the correct gear before entering a bend.

You should explain that the pupil should avoid braking while leaning over, coasting, cornering too fast, leaning over too far, positioning too close to the kerb or too close to the centre of the road.

Basic skills – They will need to learn and demonstrate correct use of the controls, observation and control of speed.

They should try to avoid:

- incorrect position for a bend;
- looking down instead of ahead;
- harsh use of the controls;
- excessive speed; and
- leaning over too far.

The pupils should be instructed to look round just before moving off.

You must be close enough to observe and give advice.

Steering to avoid a collision

You need to consider how to teach this exercise safely and legally. A cone placed ahead of the rider may serve as the obstacle.

You should advise your pupils that looking and planning ahead when riding will help prevent having to change direction suddenly. You should explain that sometimes a rider may have to steer to avoid a collision with a hazard, for example the door of a parked car flung open or debris in the road. A rider should look up, ahead and past the obstacle. A rider should not stare at the obstacle (this is sometimes referred to as target fixation). You should tell your pupils that hands will follow eyes so looking past an obstacle means they should be able to steer past it.

Your pupils should understand that to steer a motorcycle safely they need to grip the handle bars correctly to maintain full control. Your pupils need to know how to use the handlebars to maintain a straight course, to corner safely and appropriately using the correct amount of steering lock when riding normally and also when manoeuvring and while operating an ancillary control.

Your pupils should understand the steering limitations and characteristics of their motorcycle, and the appropriate steering technique needed for the conditions. Your pupils should understand the potential danger of under steering and over steering, for example making sudden changes of direction. They should also understand the traction limitations of a motorcycle to avoid loss of control and know how to correct a skid by steering into it.

You should discuss the dynamics of 'positive' steering. Your pupils should understand the contribution of balance and correct body positioning to maintaining a straight course and changing direction.

Basic skills – They will need to learn and demonstrate correct use of the controls, observation and control of speed.

They should try to avoid:

- hitting/displacing marker cones or late steering at avoidance cone;
- looking down instead of ahead;
- harsh use of the controls;

- excessive speed; and
- leaning over too far.

The pupils should be instructed to look round just before moving off.

You must be close enough to observe and give advice.

At the conclusion of this exercise it is important, that a two-way discussion takes place with your pupils with a focus on how to avoid late reaction to foreseeable hazards (prevention is better than cure). Ask them how they could prevent having to steer to avoid a collision, it is always better they come up with the correct answer as it is more likely to remain with them.

Carry out rear observation correctly

To be safe on the road your pupils should know as much about the traffic behind them as they can. This can be achieved by:

- using the mirrors; and
- turning and looking over their shoulder.

You should explain the importance of effective rear observations including:

- how and when to use the mirrors; and
- how to overcome the blind spots.

You should get your pupils to practise looking round before moving off and whilst on the move.

Basic skills – They will need to practise using their mirrors and looking around while moving so they can:

- see what's behind;
- check blind spots; and
- keep control whilst looking around.

They should try to avoid:

- looking round for an excessive amount of time;
- veering off course while looking round; and
- poorly timed rearward glances.

Carry out simulated left and right turns from major to minor roads and when emerging at junctions, correctly using OSM/PSL routine

Your pupils need to be able to deal safely with road junctions. You should explain the OSM (Observation, Signal, Manoeuvre) and PSL (Position, Speed, Look) routines where necessary give a demonstration.

Use of the mirrors and the 'lifesaver' look should be explained. An explanation of different junction types, road markings and traffic signals and signs will also need to be given.

Your pupils need to know how to deal with left and right turns, major to minor and minor to major. A mock junction layout may used.

Basic skills – They will need to know that right and left turns require different procedures. They need to:

- recognise the different types of turn;
- demonstrate correct road positioning;
- make effective observation; and
- give correct signals in good time.

They should try to avoid:

- making badly timed rearward or sideways glances;
- giving badly timed or incorrect signals;
- looking around when the situation calls for concentration ahead; and
- not cancelling signals after turning.

Carry out U-turn manoeuvre satisfactorily

Riding a U-turn is a set exercise which also has a practical use when riding on the road. Your pupils need to be able to ride their motorcycle around in a U-turn:

- under control;
- with their feet on the footrests; and
- keeping aware of the traffic conditions.

The skills your pupils gain in this exercise will be needed in both Element E and during the practical motorcycle test.

You should demonstrate when appropriate the level of balance, steering and control needed for this exercise. Your pupils should be given the chance to practise until they are confident of their ability.

Basic skills – They need to be able to ride around in a U-turn and be able to coordinate and control their:

- balance;
- steering; and
- use of the clutch, throttle and rear brake.

In addition, your pupils need to understand when, how and where to look for traffic or other hazards.

They should try to avoid:

- harsh use of the controls;
- looking down;
- not taking effective observation; and
- using their feet to help overcome poor balance.

Bring the motorcycle to a stop under full control as in an emergency

Your pupils must be able to stop safely should an emergency arise. However, whilst emergencies can and do arise it is important to explain that having to carry out an emergency stop could signify a weakness in a rider's planning and hazard awareness skills. If these skills are used properly it will help prevent a critical situation developing.

You should explain the effects of applying the brakes individually and using them together. This may then be followed by a demonstration to highlight some of the main points. Your pupils need to understand:

- how weight is transferred during heavy braking; and
- how weight transfer can affect the rear wheel.

Reference may be made to using the brakes in the ratio 75% front and 25% rear on a dry road surface and 50% front and 50% rear on a wet road surface. It is important that your pupils understand these percentages refers to braking force, not lever movement.

Basic skills – They must be able to coordinate the front and rear brakes correctly and in the correct ratio for the conditions and avoid skidding.

They should try to avoid:

- late reactions when signalled to stop;
- excessive brake pressure causing either or both wheels to lock; and
- not using the clutch as they stop.

They should also be mindful of weather conditions.

Element D

Pre on road ride briefing

Having carried out theory and elements of practical training in an off-road or safe environment, you should prepare your pupils for the on-road element of CBT. The knowledge they gain at this stage will be the foundation on which to build their motorcycling career.

This element should cover the information your pupils will need to ride legally and safely on the road. During Element E aspects of the theory covered during Element D, will be reinforced in practical situations. To ensure maximum benefit you must fully involve your pupil in two-way discussion in all the topic areas rather than telling them how they should deal with a particular situation. This will give you a better understanding of their knowledge of the subject matter and will help you to tailor your training to their individual needs.

Attitude to riding

The underlying challenge of this topic is to address the attitudes and misunderstandings that prevent riders acting on the knowledge and understanding that they have. It is important for you to try and develop your pupils' favourable attitudes and change any negative ones they may have. You should explain how attitude can affect a rider's safety. The points discussed should include the:

- effects of riding while angry;
- importance of showing patience; and
- benefits of riding defensively.

Explain that their attitude is under their control and that they could put themselves at additional risk by:

- riding whilst upset or angry;
- riding in a spirit of competition on the road;
- giving offence or provoking reaction by creating dangerous situations; and
- overconfidence in their own ability.

Visibility and vulnerability

It is vitally important that your pupils understand why they need to be conspicuous when riding a motorcycle. You should discuss the reason why they may not be seen and how they can improve their visibility and make it easier for others to see them.

Your instruction should include:

- visibility aids;
- differences between fluorescent materials and reflective materials;
- use of headlights;
- road positioning;
- clothing; and
- keeping their motorcycle clean.

In addition, you need to discuss with your pupils the legal requirements on the use of dipped headlights in poor visibility.

Emphasise to your pupils that it is in their own interest to make themselves easier to see.

They should try to avoid:

- wearing dull clothing;
- riding a dirty motorcycle; and
- riding in another road user's blind area.

Motorcyclists are generally more vulnerable than other motorists. You should explain to your pupils about the dangers of:

- falling off;
- collision, even at low speed;

- weather conditions; and
- road surface conditions.

The head and limbs are the most exposed parts of your body when riding. You should explain what steps they can take to protect themselves from injury and the effects of the weather.

Advise your pupils they should always try to buy the best protective equipment they can afford, but do not:

- use a helmet that is damaged, second-hand, fits poorly or unfastened;
- ride without protective clothing; and
- ride too fast for the conditions

Being small, a motorcycle can be difficult to see, especially at some road junctions.

Ride defensively using hazard perception and anticipation

At all times your pupils should ride defensively and anticipate the actions of other road users. You should explain that to anticipate they will need to:

- look well ahead;
- plan ahead;
- develop hazard awareness; and
- concentrate at all times.

During your discussions you need to cover a variety of scenarios which illustrate the points being made.

You should give your pupils some idea of what is meant by a hazard and explain:

- the importance of planning ahead;
- how early recognition makes hazards easier to deal with;
- the need for concentration;
- the need to use all their senses; and
- the benefits controlling speed has in dealing with hazards.

Remember; *pupils should always keep up to date with the constantly changing road and traffic situations by concentrating at all times and looking well ahead.*

Use rear observation at appropriate times

Your pupils must understand that rear observation is a combination of using the mirrors and looking around. You should explain the benefits of:

- effective rear observation;
- correct timing of rearward glances; and
- 'lifesaver' checks.

Some time should be spent discussing the effects of looking around at the wrong moment.

They should be advised to take care not to:

- veer off course while looking round;
- look around too late; and
- look around when they should be concentrating ahead.

Remember, correctly timed rearward glances are an important part of safe riding, but do not let your pupils lose track of what is developing in front.

Ride at the correct speed, road position and separation distance according to the road and traffic conditions

Speed

Your pupils need to understand why riding at the correct speed is so important. Riding too slowly can be just as much a problem as riding too fast. You should explain the:

- legal speed limits;
- suitable use of speed; and
- consequences of speeding and riding too slowly.

Advise that they should always ride within speed limits and their ability.

They need to develop a defensive riding style so they can always stop:

- within their range of vision; and
- when a potential hazard turns into a real danger.

Road positioning

It is important that your pupils understand where they should position themselves when riding on the road. Points which should be covered include how to position themselves when dealing with:

- bends;
- junctions;
- road conditions;
- single and dual carriageways;
- hazards; and
- overtaking.

When they ride on the road they should always concentrate and avoid:

- riding in the gutter;
- erratic steering and veering across their lane;
- failing to return to their normal position after dealing with a hazard; and
- riding on the crown of the road as a normal position.

Remember; when riding around a right hand bend your pupils should not let themselves cross onto the opposite side of the road as their motorcycle leans over.

Separation distance

Your pupils must understand the importance of leaving sufficient space when following another vehicle. This will involve discussing with them the advantages of allowing plenty of space which will:

- increase their ability to see past vehicles ahead and so allow for better forward planning; and
- increase the likelihood of them being seen by other road users.

The 'two-second rule' should be explained, and how this rule is affected by road and weather conditions.

Advise them that road signs make good markers for using the two-second rule.

You should follow this discussion with advice on following large vehicles. They should be advised to always keep the correct separation distance from the vehicle ahead, taking into account the effect road and weather conditions can have on their overall stopping distances.

Explain to your pupils that if they get too close behind a large vehicle, the driver might not be able to see them in their mirrors. A good guide to ensure your pupils maintain a safe distance is; *if they can see the driver in the mirrors of the large vehicle, the driver can see them.*

Drug and alcohol use

Alcohol – Your pupils need to know it is a criminal offence to ride with more than the legal level of alcohol in their blood. You should make it clear that despite legally accepted limits, if they want to be safe and they are intending to ride, they should not drink at all.

The legal limits for riding - Legal riding limits vary across the world, in the UK and Ireland the legal limit is 80 mg/100 ml alcohol content in blood or 35 microgrammes/100 millilitres alcohol content in breath.

However, it is always advisable never to drink and ride. Even at the legal limit you have reduced inhibitions.

Drugs – You also need to point out that taking certain drugs when you are intending to ride is also criminal offence.

You should cover:

- the effect drugs can have on concentration;
- over the counter medicines and their possible effects;
- how to check whether any medication will affect their riding ability; and
- how insurance policies could be invalidated.

Remember; *point out that medicine manufacturers label their products to help identify those medicines that could affect a rider's ability to ride safely. If they are in any doubt they should ask the chemist or their doctor.*

Passengers and loads

You should explain that a full licence is required before passengers can be carried, insurance cover is needed for passengers and how passengers could distract a rider and interfere with their ability to ride safely and responsibly e.g. by moving round unnecessarily or talking to the rider.

You should explain the current legal requirements for the use of safety helmets by passengers. You should discuss how carrying a passenger will affect the performance

and handling of the motorcycle, for example, the need to allow more time to accelerate and brake smoothly. Your pupils should be aware of the potential danger of carrying too many passengers or seating them inappropriately, for example carrying babies and children.

You should discuss with your pupils about the legal restrictions that apply to carrying a load on his/her motorcycle. You should explain how to pack and transport loads safely and explain the types of load securing equipment available and how to use them appropriately.

Your pupils should be informed about the effect of carrying passengers or a load on the handling characteristics of a motorcycle, particularly when accelerating, cornering and braking. You should explain how the motorcycle should be adapted to manage the effects of carrying passengers or loads e.g. by adjusting tyre pressures and suspension settings. Also explain how to ensure maximum visibility when carrying passengers or loads to ensure they overcome risks associated with the potential for increasing blind spots.

You should cover the importance of securing all loads, even small light ones and discuss the particular risks around loose loads and or securing straps e.g. being caught by the wind, interfering with the safe use of the motorcycle or throwing a rider off course etc.

You should explain the particular risks, and legal implications, of objects carried on the motorcycle coming loose and falling into the path of other road users.

If a pupil's motorcycle has the facility for carrying a load – luggage etc you need to outline the need to have it secured and the potential consequences if the load was to fall off.

Varying weather conditions and road surfaces when riding

Weather conditions

Motorcyclists are affected more by weather conditions than most other road users. You should discuss with your pupils how these types of weather conditions affect motorcyclists:

- low sun;
- wind and rain;
- fog; and
- ice, snow and sleet.

In addition you should explain how these weather conditions affect oil spillage, painted road markings and drain covers. There should be discussion on turbulence caused by large vehicles and the effect that buffeting can have on motorcyclists.

During their training they are unlikely to encounter severe bad weather conditions. It is important therefore to explain what they should do if they find themselves having to ride in bad weather conditions.

Remember; *pupils should always respect the effects weather can have when they are riding their motorcycle – ‘If in doubt, don’t set out!’*

Road surfaces

Your pupils need to be aware of how road conditions can affect a motorcyclist. That there are a wide variety of road surface hazards which include:

- mud and leaves;
- gravel and chippings;
- tram and railway lines;
- studs;
- road markings;
- drain covers; and
- shiny surfaces at junctions and roundabouts.



Clues which can help new riders should be discussed, such as:

- rainbow colourings on wet roads indicating oil or fuel spillage;
- ‘loose chippings’ road signs; and
- mud near farm and field entrances.



Remember; *pupils should always take the road conditions into account, especially when:*

- cornering;
- accelerating; and
- braking.

Bends

You should discuss with your pupils that any bend can be a hazard and they must be able to recognise the hazard and deal with it safely.

You should explain that your pupils must ride at such a speed so that they can stop within the distance they can see to be clear and keep to the correct road position. Also they should be aware of road surface hazards such as drain covers, loose surfaces and adverse camber.

On right hand bends, a rider should position to the left to improve the view. On left hand bends, they should take up the normal road position, but they will have less view ahead. So they should be prepared for pedestrians, stopped or broken down vehicles, cyclists and vehicles waiting to turn right.

Your pupils should be told how the weather affects safety when cornering. To help your pupils assess a bend they should be looking out for road signs, road markings and chevrons. When approaching a bend they need to control speed and select the correct gear. Also, they must leave a safe gap between them and other vehicles. They must also be able to lean into a bend while steering a steady course.

You should explain that they should avoid braking while leaning over, coasting, cornering too fast, leaning over too far, riding too close to oncoming traffic or too close to the gutter.

Roundabouts

You should discuss how to go left, ahead and right. This will involve learning how to apply the OSM-PSL routine for the direction of travel. This should include signalling procedures, lane discipline and observation.

You should cover the basic skills of taking effective rear observation, approaching at the correct speed and judging the speed of other traffic, giving the correct signals at the right time and cancelling them correctly and following the correct road position throughout.

One-way systems

You should discuss with your pupils that traffic must travel in the direction indicated by signs and that buses and/or cycles may have a contraflow lane. You should explain it is important to choose the correct lane for your exit as soon as possible.

You should discuss with your pupils the problem with changing lanes suddenly, and unless road signs or markings indicate otherwise, a rider should use the left-hand lane when going left, the right-hand lane when going right and the most appropriate lane when going straight ahead. It is important to remember, traffic could be passing on both sides. They should not assume all drivers will comply with regulations, they need to be mindful of vehicles travelling in the wrong direction.

Traffic light controlled junctions including multi lane junctions

You should inform your pupils that knowing the sequence of traffic lights can help a rider plan ahead. You should explain the sequence of lights, red - stop and wait at the stop line. Red and amber - stop and wait, don't go until green shows. Green - go, if the way is clear. You should discuss with your pupils that when turning right they should move forward into the correct position if safe to do so when the green light shows and that amber means stop, unless you have already crossed the line or you're so close to it that pulling up might cause an incident.

Explain that a rider should approach traffic lights as they would any other junction. The rider should keep the speed down and should not speed up to 'beat the lights' and be ready to stop, especially if the lights have been green for some time. Your pupils should take into account the effect of adverse weather conditions on stopping distance.

You should explain that a green arrow in a traffic light means a rider can filter in the direction the arrow is pointing, even if the main light is not showing green. You should discuss with your pupils why they should not to enter this lane unless they want to go in the direction shown by the arrow. You should point out that when turning left or right at traffic lights take special care, and give way to pedestrians already crossing.

Your pupils should be advised that if traffic lights fail, they should proceed with caution and treat the situation the same as an unmarked junction and never assume priority.

You should also cover school crossing warning signals. Two amber lights flashing alternately warn traffic of a school crossing point ahead at some busy locations. If school crossing warning signals are flashing the rider should expect the crossing to be in use and should approach with care keeping the speed down.

Dual carriageways, including the use of acceleration and deceleration lanes

You should explain these are roads which have a central reservation dividing streams of traffic and there may also be a safety barrier on the central reservation.

You should discuss with your pupils that although some dual carriageways appear similar to motorways, the same regulations do not apply and to be aware of slow-moving vehicles such as farm tractors, cyclists and pedestrians. However, traffic may be travelling faster than on a single carriageway.

To turn left from a dual carriageway, if there's no deceleration lane or slip road, your pupils should signal their intentions clearly and in good time and slow down in good time. If there is a deceleration lane or slip road, they should signal in good time, but where possible, not reduce speed until they have moved into the deceleration lane. Your pupils should check the speedometer as they may find they have been travelling faster than they realise.

To turn left onto a dual carriageway, if there is no acceleration lane or slip road, your pupils should emerge as they would to turn left on a single carriageway. If there is an acceleration lane or slip road they should use the acceleration lane to increase speed. Match their speed with that of traffic in the left-hand lane, move into a safe gap in the traffic and remember to use a lifesaver glance just before they move into the left lane.

To turn right onto a dual carriageway your pupils will have to cross the first carriageway before they can join the carriageway they want. If the central reservation is wide enough your pupils may wait in it for a gap in the traffic on the opposite carriageway.

You should discuss with your pupils not to leave themselves jutting out either side of the central reservation, if the central reservation is too narrow, they should wait until the dual carriageway is clear in both directions.

On a dual carriageway, the central reservation sometimes has gaps for turning right. These may have special filter lanes. Your pupils should be told to use the mirrors, signal in good time and not forget to use a lifesaver glance before they turn. As your pupils may have to cross the path of fast oncoming vehicles in two or more lanes, if there is any in doubt, they should wait.

Filtering in traffic

You should explain to your pupils that the small size of a motorcycle makes it possible to filter through slow or stationary queues of traffic. However you should advise them that filtering is a slow speed activity, only to be used in stationary traffic or when traffic is travelling at a snails pace.

You must inform them that the Highway Code should be adhered to when filtering,

that it requires great care and can expose a rider to additional hazards such as vehicles suddenly changing lane, sudden opening of doors, pedestrians and cyclists, vehicles emerging or turning at junctions, road markings or studs which could upset a rider's balance.

You should also discuss with your pupils that when filtering, they need to ride slowly and be prepared to stop at any time and be ready to brake and/or use the horn if they think he has not been seen.

If in doubt do not filter.

Incidents and First Aid

You should explain that if they are the first or among the first to arrive at the scene of a road traffic incident, they should remember that further collisions can, and do, happen, that fire is a major hazard and that both incident victims and helpers are in danger.

You should also cover how they should react if their motorcycle breaks down on the move by explaining how to control the motorcycle in varying circumstances.

You should inform your pupils how to warn other traffic by switching on hazard warning lights (if fitted) or other lights, by displaying an advance warning triangle (if carried) or by using any other means to warn other drivers.

You should explain that they must switch off the engine and warn others to do the same. Put out cigarettes or other fire hazards and call the emergency services if necessary.

When calling emergency services – a rider should give full details of the location and casualties. On a motorway, this could mean going to the next emergency telephone.

If a mobile phone is used to call the emergency services your pupils should make sure they are able to tell them exactly where they are. This is particularly important on a motorway where imprecise details can cause great problems for the emergency services. Location details are given on marker posts located on the hard shoulder. A rider should always check these before he makes the call.

The rider should move uninjured people away from the vehicles involved to a place of safety. On a motorway, this should be away from the carriageway, hard shoulder or central reservation.

Your pupils should be told not to move casualties trapped in vehicles unless they are in danger and not to remove a motorcyclist's helmet unless it is essential to do so. A rider should give an ambulance crew as many facts as possible.

Your pupils should be told to always give way to emergency vehicles. To watch out for their blue flashing lights and listen for their warning sirens. If involved in an incident they must stop. If there are injuries they should ask someone to call an ambulance and the police.

Your pupils should give whatever help possible. They should be aware that people who seem to be unhurt may be suffering from shock, and may in fact be unaware of their injuries. They should be told that if in doubt as to whether they are injured, they should get a check-up at the hospital.

It should be stated that a rider must call the police if anyone is hurt or if someone else's property has been damaged. If the owner can't be located, the rider should report the incident, in person, to the police as soon as possible or in any case within 24 hours.

They should be aware of the need to note any witnesses and try to make sure they don't leave before getting their names and addresses, make a note of the numbers of any vehicles whose occupants might have witnessed the incident. Your pupils will need to exchange details and obtain other people's name, address and phone numbers, the make and registration number(s) of the other vehicle(s) involved and insurance details.

Your pupils should find out vehicle owner's details too, if different. They should gather as much information as possible such as damage and/or injuries caused, weather conditions, road conditions and details of other vehicles, such as the colour, condition, whether the lights were on, whether they were showing any indicator signals. What was said by the rider and other people.

Your pupils should be told draw a map to show the situation before and after the incident, and give the distances between vehicles from road signs or junctions away from the kerb. Skid marks, should be noted, where any witnesses were situated, street names and vehicle speeds and directions.

If the police ask for a statement, they do not have to make one straight away as it may be better to wait a while, even if they do not appear to be suffering from shock. They may write a statement later. They should take care with the wording, and keep a copy.

You should make it clear that the principle in first aid is about giving general assistance only unless trained to administer it. You should explain that any first aid given at the scene of an incident should only be looked on as a temporary measure until the emergency services arrive.

A rider should try not to leave any casualty alone and should not move them unless it's necessary. If a casualty does need to be moved for their own safety, the rider should take care to avoid making their injuries worse.

They should be prepared and always carry a first aid kit. It might never be needed, but it could save a life. You may tell the pupils that they can learn first aid from a qualified organisation such as St Johns Ambulance or the British Red Cross Society.

There are other situations which you should also cover;

If the rider notices a strong smell of petrol from their motorcycle, they should not ignore it but investigate the cause and have any leaks fixed by a competent person.

In terms of dealing with fire, fire extinguishers do not take up a lot of space and could save a small fire from becoming a serious incident. Carrying a suitable fire extinguisher on the motorcycle may help a rider to put out a small fire. Although, even a small fire can spread with alarming speed, any fire should be treated with extreme caution. A rider should only tackle a fire if they feel competent to do so.

If the fire appears to be large a rider should not try to tackle it, get well clear of the vehicle and leave it to the fire service. You should tell your pupils not to take any risks.

Eco-safe riding

Your pupils must be aware that there is increasing public concern for the protection of the environment. Air pollution contributes to health problems for many people. Road transport accounts for around 20% of all emissions and in densely populated areas traffic is the biggest source of air pollution

Eco-safe riding is a recognised and proven style of riding that contributes to road safety whilst reducing fuel consumption and emissions. You should explain the benefits eco-riding for the rider and environment. These benefits include:

- the riding experience is more comfortable for rider and passengers, due to smoother, more anticipatory riding;
- lower fuel consumption and therefore cost-savings due to riding in a higher gear, less stopping, less erratic use of the accelerator as a result of a smoother riding style, appropriate tyre pressure and less ballast;
- there is less pollution due to lower emissions, namely in terms of CO₂ which has a direct impact on global warming;
- there is less noise, as a result of riding at lower rpms; and
- riding is safer, due to greater anticipation and less erratic and unpredictable behaviour.

Explain to your pupil the benefits of identifying hazards early, allowing adequate time to react will result in braking and acceleration that is smooth and progressive. Ride at a speed appropriate to the road, traffic and weather conditions and consider how inappropriate speed can affect safety, fuel consumption and emissions. This reduces wear and tear on your vehicle and will help in reducing CO₂.

You should highlight and discuss the following tips to safe riding for economy:

- check tyres regularly and keep at recommended pressure;
- do not carry unnecessary weight;
- remove top box and panniers when not needed to reduce air resistance;
- do not exceed speed limits, accelerate gently;
- consider using cruise control where it would be appropriate;
- plan your route to avoid known congestion points; and
- try to travel during off-peak times.

The following may help with your discussion.

You must make it clear that although it is good to save fuel a rider must not compromise their safety and other road users when attempting to do so. Road Safety is more important than fuel saving. At all times a rider should be prepared to adapt to changing conditions. You should make it clear that safety should never be sacrificed to save fuel.

A rider should take early action to ensure they are travelling at the correct speed when dealing with a hazard as this avoids the need for late braking or harsh acceleration, both of which lead to higher fuel consumption. If a rider plans early for hazards they will also avoid causing bunching of other road users, traffic will flow

more smoothly and he will use less fuel.

You should advise your pupils that if their motorcycle is fitted with a choke and they need to use it to start the engine when it's cold, to reduce harmful emissions the choke control should be moved to off as soon as the engine will run smoothly without it. This will also reduce harmful emissions.

You should explain that when moving off, a rider should avoid over-revving the engine and try to pull away smoothly.

A rider should always ride within the speed limit. Exceeding a speed limit by only a few miles per hour will mean that the motorcycle uses more fuel but, more importantly, the rider will be breaking the law and increasing the risk of serious injury if he is involved in a collision.

As an illustration you may tell pupils that vehicles travelling at 70mph use up to 30% more fuel to cover the same distance as those travelling at 50mph. However, you should emphasise it is important not to travel so slowly that a rider will inconvenience other road users.

A rider should try to use the throttle smoothly and progressively and avoid rapid acceleration or heavy braking as this leads to greater fuel consumption and more pollution. Riding smoothly can reduce fuel consumption by about 15% as well as reducing wear and tear on the motorcycle.

Your pupils should understand that carrying unnecessary weight can increase fuel consumption. As soon as conditions allow, a rider should use the highest gear possible without making the engine struggle. Engine braking can help save fuel.

You should encourage your pupils to check the fuel consumption regularly, to make sure they are getting the most from their motorcycle. You should explain that they should simply record the amount of fuel put in against miles travelled. This will help them to check whether they are using fuel efficiently.

An eco-friendly rider is constantly aware of how much fuel their motorcycle uses. Using a trip computer can help a rider check the fuel consumption. An increase in the average fuel consumption can mean the motorcycle needs serviced.

Your pupils should be told that particular road conditions, e.g. rush hour congestion, may have an impact on their ability to ride safely and responsibly, given their motorcycle and level of experience. You should explain the use and limitations of

the range of tools available to help plan a journey, for example maps, internet, tele-text, weather reports, GPS facilities and telephone hotlines. Your pupils should understand the need to build in additional time factors for adverse circumstances and the importance of building in regular breaks from riding, and refuelling stops, and the dangers of not recognising the onset of dehydration and effects of hunger.

They should plan their journey beforehand and try to use uncongested routes. Another easy way to save fuel is stopping the engine if a rider is likely to be making a prolonged stop, say for more than two minutes at a level crossing or road works.

You should tell your pupils that they should make sure their motorcycle is serviced and maintained regularly. Badly-tuned engines use more fuel and emit more exhaust fumes. The motorcycle should be serviced as recommended by the manufacturer.

The cost of a service may well be less than the cost of running it in a badly maintained state. For example, even slight brake drag can increase the fuel consumption. A rider should make sure the service includes an emissions check.

A rider should make sure that tyres are properly inflated. Incorrect tyre pressure results in shorter tyre life and may create a danger as it can affect stability and braking capacity. In addition, under inflation can increase fuel consumption and emissions.

You should point out that if a rider does their own maintenance, they must make sure that they send used oil, old batteries and used tyres to a garage or local authority site for recycling or safe disposal. A rider must not pour oil down the drain. It is illegal, harmful to the environment and could lead to prosecution. A rider should use synthetic engine oils rather than the cheaper mineral oil, as this can save fuel.

MODULE 3

Element E

Practical on-road riding

This is the final module of the CBT course. Trainees must undertake on road riding for a period of not less than 4 hours during which they should demonstrate their ability to ride in an eco-safe manner. Pupils will have to demonstrate they can cope safely with a variety of road and traffic conditions. You may have to stop occasionally to discuss some aspect of your pupils' riding and explain how they can put the theory into practice.

All the topic areas in module 3 should be covered, however, for practical and logistic reasons it may not be possible to cover some of these during on road training, for example no dual carriageways in your area. In such cases this topic can be covered in theory only. However, if it is logistically possible to cover dual carriageways on-road this should be included and if not the reason why should be recorded on the pupils logbook.

If a topic is not covered due to logistical reasons 'N/C' (not covered) should be recorded in the box opposite the main or sub-topic and an explanation recorded in the 'instructor's notes' section of the logbook as to the reason why.

You should constantly monitor and assess your pupil's performance, as you will be signing their CBT certificate (DL196NI), confirming you are satisfied that your pupil is safe to continue learning while riding unaccompanied on the public road.

Note: *all on-road training must be conducted bike to bike via two-way radio, however, pupils who are profoundly deaf are exempt from the requirement to be in radio contact.*

Traffic light/signals controlled junctions including multi lane junctions

Your pupils must know the correct sequence of traffic lights and how they should react. In addition they need to know:

- what the colours mean;
- how to approach the lights, regardless of colour, safely;
- how to cope with filter lanes, filter arrows; and
- what to do if traffic lights stop working.

They will also need to know how to deal with school crossing warning lights.

Basic skills - Pupils must be able to approach traffic lights at the correct speed and react to the road and weather conditions and also react correctly to changing lights.

Faults they should avoid:

- failing to stop at a red light;
- approaching a green traffic light too fast;
- proceeding into the junction when the green light shows but the way isn't clear; and
- hesitating as the green light changes and stopping unsafely.

Roundabouts

There are set procedures for dealing with roundabouts. You need to discuss and demonstrate how to go left, ahead and right, including how to apply the OSM/PSL routine for the direction you intend to travel. This will include applying the correct:

- signalling procedures;
- lane discipline; and
- observation.

You need to make sure your pupils adopt correct procedures for each roundabout they deal with.

Basic skills - Pupils must be able to:

- take effective rear observation;
- approach at the correct speed and judge the speed of other traffic;
- give the correct signals at the right time and cancel them when necessary; and
- follow the correct road position throughout.

Faults they should avoid:

- giving wrong or misleading signals;
- approaching at the wrong speed;
- stopping when the way is clear;
- riding out into the path of approaching traffic;
- positioning incorrectly; and
- failing to take effective observation.

Junctions

Your pupils will have practised turning left and right in Element C. They now have to combine these riding skills with real traffic situations. You need to see how your pupils deal with a variety of junctions. These include:

- crossroads;
- T-junctions;
- staggered junctions; and
- Y-junctions.

They will be expected to respond to signs such as:

- warning signs;
- 'stop' signs;
- direction signs;
- 'no entry' signs; and
- priority signs.

Don't forget to advise them that they also need to take into account road markings. Your pupils must show they are aware of other road users and are watching for other vehicles approaching, emerging or turning.

Basic skills - To deal safely with junctions your pupils must:

- use the OSM/PSL routine correctly as they approach a junction;
- position themselves correctly on the road;
- control their speed to suit the road, weather and traffic conditions;
- obey road markings and traffic signs;
- react correctly to other road users; and
- demonstrate effective observation.

Remember, *the road surface at junctions is often an additional hazard for motorcyclists. If your pupils are riding on a shiny or loose surface they should be instructed not to:*

- *brake fiercely; or*
- *accelerate harshly.*

Pedestrian crossings

There are a variety of pedestrian crossings which you need to cover with your pupils. These include:

- zebra;
- pelican;
- toucan; and
- puffin.

You need to ensure your pupils deal with crossings in the appropriate way:

- zebra crossings - slow down and be prepared to stop for waiting pedestrians;
- pelican and puffin crossings - always stop if the red light shows and give way to pedestrians on a pelican crossing when the amber lights are flashing; and
- toucan crossings - don't forget to give way to cyclists on a toucan crossing, as you would to pedestrians.



Basic skills - On approach to crossings pupils need to:

- control their speed;
- act correctly to pedestrians waiting to cross; and
- know how and why they should give an arm signal as they approach and stop at a zebra crossing.

Faults they should avoid:

- approaching a crossing too fast;
- failing to stop or showing a lack of awareness of waiting pedestrians;
- stopping across a crossing so blocking the way for pedestrians;
- overtaking within the zigzag lines leading up to a crossing;
- waving pedestrians across the crossing; and
- failing to respond correctly to traffic light signals at controlled crossings.

Gradients

During this element you need to ensure your pupils can cope with varying degrees of gradient. This will entail:

- hill start procedures;
- riding uphill; and
- riding downhill.

Your pupils should have some understanding of how riding uphill or downhill can affect control of their motorcycle.

Basic skills – To move off on an uphill gradient your pupils need to have good control of the clutch and throttle.



Steeper gradients have warning signs that show how steep the hill is and which way it slopes

When riding down a steep hill pupils need to know how to control their speed using the brakes and gears.

Faults they should avoid:

- moving off into the path of passing traffic;
- stalling the engine; and
- rolling backwards.

Remember; *when riding up a steep hill your pupils need to be able to match the gear to the speed and load on the engine.*

Bends

All bends, to varying degrees, can be seen as a hazard. Your pupils need to be able to recognise the severity of the bend and deal with it safely. You need to see they can ride at a speed which allows them to stop within the distance they can see to be clear and maintain the correct road position throughout. They also need to be aware of the road surface which can include hazards such as drain covers, loose chippings and an adverse camber.

On left-hand bends the view ahead is limited by the severity of the bend. Pupils need to recognise this and be prepared for what may lay around the bend - pedestrians, stopped or broken down vehicles, cyclists and stationary vehicles waiting to turn right.

Pupils should understand the impact the weather can have on their safety when cornering.

Basic skills - To help pupils assess any bend they need to be looking out for road signs, road markings and chevrons. When approaching a bend, they need to control their speed and select the most appropriate gear. They need to leave a safe gap between them and other vehicles. They must also be able to lean into a bend while steering a steady course.

Faults they should avoid:

- braking while leaning over;
- coasting;
- cornering too fast;
- leaning over too far; and
- riding too close to oncoming traffic or too close to the gutter.

Obstructions

To help deal with obstruction safely pupils need to be taught to ride defensively. This means riding:

- at the correct speed for the road, weather and traffic conditions;
- in the correct road position;
- in the correct or most appropriate gear; and
- looking ahead, anticipating and preparing for changing situations.

Basic skills - How well they cope with an obstruction depends largely on how well they are planning ahead. To cope effectively with hazards pupils need to:

- look well ahead;
- give themselves time and space to act;
- use the OSM/PSL routine effectively;
- be in the correct road position; and
- be in full control of their speed.

A pupil's attitude can affect how easily they learn these skills.

Faults they should avoid:

- failing to look far enough ahead;
- reacting too late;
- riding too fast; and
- approaching an obstruction in the wrong gear.

Dual carriageways, including the use of acceleration and deceleration lanes (where the opportunity arises)

If you have access to dual carriageways you must provide practical training to your pupils. Where this is not possible you should ensure they have a full understanding of the necessary procedures.

You should cover practically as many of the following situations as the training environment allows:

- Turning left from a dual carriageway, when there is no deceleration lane or slip road and when one is available;
- Turning left onto a dual carriageway where there is no acceleration lane or slip road and also where these are available;
- Turning right onto a dual carriageway including correct and safe use of the central reservation;
- Turning right from a dual carriageway including the safe use of filter lanes and central reservation when turning;
- Correct positioning when travelling along the carriageway and correct use of lane discipline; and
- Overtaking safely when necessary.

Basic skills - To deal safely with dual carriageways your pupils must:

- use the OSM/PSL routine correctly;
- position themselves correctly on the road;
- control their speed to suit the road, weather and traffic conditions;
- obey road markings and traffic signs;
- react correctly to other road users;
- overtake safely when necessary; and
- demonstrate effective observation.

Faults they should avoid:

- late or incorrect use of the OSM/PSL routine;
- reacting too late or incorrectly to other road users intentions;
- being positioned incorrectly;
- not following directions given by signs and markings;
- overtaking unsafely or not overtaking when necessary;
- not demonstrating correct use of speed; and
- making incorrect decisions about the speed and distance of oncoming traffic when emerging into or crossing traffic.

U-turn

As part of Element C you would have given your pupils an opportunity to practise riding in a U-turn in a safe environment or training area. During this element you should consolidate on this previous practice and ask them to practice the U-turn on the road. This will build their skills and helps prepare them for the practical motorcycle test.

Basic skills – Pupils will need to show they have developed good balance and are skilled in the use of the clutch, throttle, rear brake and steering and can develop these skills to a level that will enable them to cope with:

- the camber of the road;
- the possibility of passing traffic; and
- kerbs on either side.

Faults they should avoid:

- failure to take effective observation before or during the exercise;
- riding into the kerb or onto the pavement;
- using their feet to help balance; and
- harsh, clumsy use of the clutch and/or throttle.

Stopping in an emergency

As part of Element C your pupils would have learnt and practised this exercise in a controlled environment. In this element they will repeat the exercise but in an on-road situation. This will:

- develop their earlier skills;
- help ensure their safety if an emergency does arise; and
- prepare them for carrying out the exercise during their practical motorcycle test.

You need to find a quiet side road to perform this exercise and explain clearly the signal you intend to use.

Initially you should get your pupils to perform the exercise at a low speed and as their skill and ability improves, increase the speed gradually until they can perform the exercise effectively at normal riding speeds. You should always keep pupils within sight.

However, the braking exercise should not just focus on providing the necessary skills to bring the motorcycle to a controlled stop in the shortest distance possible, you should also discuss with your pupils their understanding of the:

- effect of speed on braking distance, reaction times and overall stopping distances;
- effects of different surfaces (their condition), gradients and weather on the above distances;
- riding at an appropriate speed for the traffic (the available stopping distances are much shorter at higher speeds);
- condition of brakes and tyres; and
- potential of the rider freezing up in a critical situation.

Basic skills:

- quick reaction to the 'stop' signal;
- use of both brakes in the appropriate ratio; and
- the ability to quickly correct a locked wheel.

Faults to avoid:

- riding too slowly before the signal;
- taking rear observation before reacting to the stop signal;
- locking one or both wheels and failing to correct the fault;
- stopping too slowly; and
- moving off unsafely after stopping.

At the conclusion of the exercise you should reinforce what was discussed in element C in relation to good forward planning and early identification of hazards. You should emphasise this is one of the main factors which will help your pupil remove or significantly reduce the risk of having to brake in an emergency.

Notification of CBT courses

Under the conditions of appointment, AMIs must notify DVA Business Support Unit (BSU) on a monthly basis, when they will be conducting CBT courses. The AMI may notify us by email at dva.ami@doeni.gov.uk, telephone or in writing, to DVA, BSU Section, Balmoral Road, Belfast, BT12 6QL, telephone number 028 90 541858.

Reporting accidents/incidents

AMIs are required to notify BSU section, in writing of any serious or fatal accidents that may occur during CBT courses. The DVA CBT Incident Report Form, an electronic version of which is available on the Agency's website should be used to report these incidents/accidents. This form can be completed and returned via e-mail or by post.

In addition to notifying us, it is the AMIs responsibility to comply with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations - (NI) 1997 (commonly referred to as RIDDOR). Information can be obtained from:

www.nidirect.gov.uk

Comprehensive advice is also available from the Health & Safety Executive NI website:

www.hseni.gov.uk

AMIs ceasing CBT courses

AMIs that cease to provide CBT courses should inform DVA, BSU Section in writing and return the following documentation:

- The original letter of authorisation; and
- All CBT certificates both used and unused. On receipt of all documents, we will arrange for a refund to be issued on any unused/unspoilt certificates, less an administration charge.

Because the above are accountable documents, failure to return them to DVA BSU, may result in any future applications being affected or refused.

CBT monitoring visit

DVA has responsibility to monitor and regulate the standard of instruction given by AMIs in delivering CBT courses, ensuring that the courses given comply with the

regulations and the conditions of authority. Although CBT courses have a modular approach, to meet these responsibilities, it is essential that DVA examiners see the end to end process of all 3 modules of a CBT course. To facilitate this it will be acceptable to have, if necessary, either a different pupil for each of the modules or the same pupil to ensure that the monitoring visit can be fully completed in one or two visits if possible.

If the training meets the required standard, a letter of confirmation will be issued by the examiner to the AMI. In cases where the training fails to meet the required standard, or the attending examiner reported breaches of the regulations (or failure to adhere to the conditions of authority), then DVA will require the AMI to undergo a further assessment. The nature of this assessment will depend on the issues identified during the monitoring visit. If the issues identified relate to a breach of the conditions and/or a procedural issue e.g. poor record keeping or the location chosen to deliver training was not suitable, then the follow-up visit will be a further monitoring visit and will focus mainly on these issues. If the issues have been fully addressed during the second visit, no further action will be required and a letter of confirmation will be issued by the examiner. However, if they have not been rectified then serious consideration will be given to the withdrawal of the AMI's authority to conduct CBT courses until such time as DVA is satisfied that all the issues have been satisfactorily resolved.

If the issues identified during the monitoring visit relate to the standard of instruction being delivered by the AMI, a check test will be arranged within a four week period from the date of the monitoring visit. This process will follow the check test procedures, as described in 'Your Guide To Becoming An Approved Motorcycle Instructor (AMI) & Information Manual', until its natural conclusion.

The condition of authority to deliver CBT courses requires the AMI to inform DVA when and where they are delivering CBT courses. This will allow monitoring visits to be prearranged to coincide with courses already planned or to facilitate an unannounced visit. If during the period of registration a CBT authorised AMI has indicated, through their monthly returns, that they do not have any planned CBT courses DVA may arrange a role play monitoring assessment with a DVA examiner playing the part of the pupil. However, DVA will work closely with the AMI to ensure that a role play CBT monitoring will only be authorised as a last resort.

The role play monitoring visit will cover selected topics from each element of CBT which will be chosen by the examiner. This will ensure that the AMI is prepared to deliver any or all of the elements. The AMI will be expected to deliver instruction to the examiner based on the ability of the pupil which will be outlined by the examiner

at the start of each element. Role play monitoring visits can only be carried out from Mallusk, Craigavon or Londonderry (New Buildings) DVA test centres.

DVA reserves the right to withdraw an AMI's authority to deliver CBT after a single monitoring visit if they consider it unsafe for the individual to continue delivering CBT courses. However in such cases, DVA will follow the principals of natural justice in providing the parties involved an opportunity to explain their position, and respond. The decision to withdraw the authority of an AMI will be taken by the Deputy Registrar and the Chief Driving Examiner after full consideration of all the facts.

Anyone wishing to appeal the decision regarding the revocation of their authority to conduct CBT courses will be able to do so. The appeal process will begin with a notice in writing by the aggrieved party to the Registrar and must be submitted within 28 days of the decision being taken to revoke the AMI's authority. The appeal will then be investigated.

CBT Certificates (DL196 NI) (see appendix 3)

At the end of a CBT course, a successful pupil will be issued with a certificate of completion (DL196 NI). This document validates the provisional entitlement on the licence, enabling the pupil to ride on road under normal learner conditions. The CBT DL196 (NI) certificate must be completed and signed by the instructor who conducted the on-road training (Element E). The initials, surname and AMI number of the instructor must be included on the certificate.

Make sure you advise your pupils to keep this certificate safe. They must produce it when they come to take their manoeuvres test and practical motorcycle test.

Ordering procedure

CBT DL196 (NI) certificates are available in books of 25 which come with 25 logbooks and can be requested from DVA Headquarters, BSU Section, Balmoral Road, Belfast, BT12 6QL. DVA can arrange for certificates and logbooks to be delivered to your choice of local DVA Testing centre for collection, this must be indicated on the DL196 (NI) Stationery Request for Certificates Form. The Certificate book(s), Logbooks and a photocopy of the original DL196 (NI) stationery form will be sealed when you collect them and you will be asked to open and check the number of certificates in your book(s) in the presence of a member of the Centre Management team. It is important that you conduct a thorough check of the certificates i.e. checking the serial numbers within the certificate book(s), as reports of missing certificates will

not be accepted by DVA after you have signed for and collected the book(s). After you have checked your certificates you will be asked to sign the DL196 (NI) Stationery Request for Certificates form which will also be signed by the member of DVA staff who will arrange to have it returned to BSU.

Payment for books of certificates can be made by credit or debit card, cheque, postal order or a banker's draft. Please do not send cash in the post. A cash payment can be accepted only at DVA Testing Headquarters, Balmoral Road, Belfast, BT12 6QL. Payment of cash will not be accepted at any other of the DVA Testing centres.

The correct telephone number to use when ordering books of CBT certificates is 028 9054 1858. The line is open Monday to Friday from 9.00am until 5.00pm. If you wish to send orders you should always use the official DL196 (NI) Stationery Request form. Whilst we endeavour to process all applications as soon as possible, please be aware that five clear working days must be allowed from the date that the order is received.

It is essential that you monitor your stock levels and re-order in good time. You must not conduct CBT courses if you are not in possession of the requisite numbers of CBT certificates to issue to your pupils.

If DVA become aware that an AMI is conducting CBT courses and not issuing certificates upon completion, we will consider removing your CBT authority. CBT certificates are sold to AMIs for their exclusive use only and under no circumstances can one AMI use certificates purchased by another.

'Refer to Drawer' cheques

The following action will be adopted in all cases where we receive notification from Finance Section that a cheque has been returned marked 'refer to drawer':

- We will write to the AMI requesting immediate payment of the outstanding amount by credit or debit card, postal order or banker's draft. No further applications will be considered until the matter is sorted.
- For any future orders where payment is made by cheque, the DL196 (NI) books will not be issued until **10 working days** after receipt, in order to ensure that the cheque has cleared.

Security of CBT certificates

CBT certificates are printed in triplicate: the top copy is issued to the pupil after completion of the course; the second copy is posted to DVA, BSU section, Balmoral Road, Belfast, BT12 6QL and the third copy should be retained by the AMI for two years, after which it must be destroyed or securely disposed of. All unused and duplicate copies of CBT certificates held by the AMI must be made available on request by DVA at the CBT Monitoring or Check Test.

AMIs are responsible for the safekeeping of CBT certificates. If any certificates are lost or stolen, that loss must be reported to the PSNI & DVA (Testing) headquarters, BSU Section immediately. The loss should also be reported to DVA, BSU Section in writing giving full details of the circumstances and certificate numbers. If any certificates reported lost or stolen are recovered or found, AMIs must inform DVA, BSU Section immediately. Should AMIs fail to do so, this may lead to a candidate being turned away at test because the CBT DL196 (NI) certificate presented is considered to be stolen.

Completion of CBT certificates

The only time information should be entered into the category restriction box, is when CBT courses are conducted on a motorcycle sidecar combination or on a moped with more than two wheels or when the motorcycle or moped is fitted with automatic transmission. In these cases, 'motorcycle sidecar combination/moped with more than two wheels' or 'automatic transmission' should be written in the category restriction box. For all other courses, this box should be left blank.

AMIs must not sign CBT certificates in advance of the completion of any course

Spoiled CBT Certificates

The CBT certificate is a legal document and extreme care should be taken when completing it. However, it is acknowledged that there may be occasions where an error might occur; in such cases the certificate should be voided. A record of all void certificates i.e. the three parts should be maintained for audit purposes. Spoiled certificate details should be included in the monthly certificate return to DVA.

When a CBT certificate has to be made void you should take the following steps:

- Keep the certificate in its book to allow carbon copies to be made;

- Draw two diagonal lines across the certificate about 30mm apart from the bottom left corner to the top right corner;
- In between these lines write or stamp 'void' in capitals;
- Sign the certificate and enter your initials and surname in the relevant boxes;
- Along the top of the certificate write "New certificate (followed by the next certificate serial number) issued in lieu;"
- Retain all three copies of the certificate for audit purposes; and
- On the CBT return form enter void against the relevant serial number and "New certificate (followed by the next certificate serial number) issued in lieu."

Should errors be discovered at a later date, a replacement certificate should be issued.

Expiry of CBT Certificates

CBT certificates issued are valid for two years except where the certificate validates full moped entitlement on a full car licence. In these circumstances, the certificate remains valid for the lifetime of the licence for the full moped entitlement and as such should be kept safe as it is proof of full moped entitlement.

In relation to all moped or motorcycle provisional entitlements, the CBT certificate expires after two years. The day the course is completed does not count when calculating the expiry date, for example:

CBT period completed – 21 February 2011

CBT expiry date – 21 February 2013

Duplicate CBT Certificates

As required by the conditions of approval AMIs are obliged to issue a duplicate of the original CBT certificate to a pupil if the original is lost or stolen. The maximum fee that an AMI can charge for a duplicate certificate is £20.

The duplicate must fully mirror the information and details (including the actual completion date) entered on the original certificate. The instructor issuing the replacement certificate should write on the top of the duplicate: 'DUPLICATE OF CERT NO. XXXXXXXX'.

If your pupil is unable to collect a certificate in person for example, they are living in GB they should be advised to contact DVA who would liaise with the CBT trainer and arrange for a duplicate certificate to be issued.

If the AMI who issued the original certificate is no longer operating, DVA may issue a duplicate certificate to a trainee, which is why it is important that you forward copies to DVA BSU.

CBT Certificate Returns

Each book of CBT certificates has a return form enclosed. This form should be completed, and posted or emailed to BSU at DVA (Testing) Headquarters on a monthly basis. The information should be legible to ensure it is not returned to you.

If you get any forms sent back to you for amendment and it appears the licence details are incorrect, please either send a second copy of the return form or forward the pupils name, address and date of birth to BSU and we will endeavour to trace the correct Driving Licence number.

Appendix 1

CONDITIONS OF AUTHORITY - CBT

CONDITIONS ON WHICH AUTHORISATION TO PROVIDE AN APPROVED COMPULSORY BASIC TRAINING (CBT) COURSE FOR MOTORCYCLISTS IS GRANTED

1. The conditions on which you are approved to provide a CBT course for motorcyclists are as follows:
 - i. your name is entered on the Approved Motorcycle Instructor (AMI) Register;
 - ii. you shall carry out approved CBT courses only at locations which are safe, legal and convenient;
 - iii. you shall ensure that pupils have a valid driving licence which covers the entitlement for the category of moped or motorcycle being ridden;
 - iv. you must ensure that you are adequately insured to deliver on-road and/or off-road training;
 - v. you shall deliver training of which the maximum ratio between pupils and trainer shall not exceed 4:1 for off-road training or 2:1 for on-road training;
 - vi. you shall deliver all on-road training from a motorcycle while giving instruction to your pupil via radio communication;
 - vii. you shall deliver training to a standard which is acceptable to DVA;
 - viii. you must ensure that you and your pupils wear appropriate fluorescent or reflective safety apparel throughout the duration of the course;
 - ix. you shall ensure that any training motorcycles used for the course are in a roadworthy condition, adequately insured and comply with all legal requirements;
 - x. you shall ensure that pupils do not exceed seven hours training during any 24 hour period and sufficient breaks are included of at least 30 minutes after a four hour period;

- xi. you shall update the pupil's logbook on completion of each element of CBT and retain a record for each pupil for a period of not less than two years and make these records available on request to DVA;
- xii. records containing personal data must be retained and disposed of under the principles of the Data Protection Act 1998;
- xiii. you shall immediately issue each successful pupil with a CBT certificate on completion of an approved training course;
- xiv. you shall complete each certificate according to instructions supplied by DVA;
- xv. you shall retain copies of CBT certificates for a minimum of two years from the date of issue and shall make available on request a duplicate, to a person whose CBT certificate has been lost, stolen or defaced. The maximum fee that can be charged for a duplicate CBT certificate DL 196NI is £20.00;
- xvi. you shall notify DVA Business Support Unit (BSU) on a monthly basis of the:
 - number of certificates issued and their serial numbers*;
 - number of certificates which are void due to mistakes in completion and their serial numbers (void certificates should be forwarded to BSU);
 - name(s) of pupils that certificates were issued to; and
 - driving licence number of each pupil a certificate was issued to.

****if no certificate were issued you shall submit a nil return.***

- xvii. you shall be responsible for the safe and secure storage of all unused and completed (copy) CBT certificates and personal data;
- xviii. you shall report any loss or theft of CBT certificates to the PSNI and DVA immediately giving full details of the circumstances and certificate numbers. If any certificates reported lost or stolen are recovered, you must inform the PSNI and DVA immediately;
- xix. you shall deal promptly and efficiently with enquiries and booking of appointments, keep and submit to DVA Business Support Unit (BSU) such information about the courses conducted as may reasonably be requested;
- xx. you shall deal promptly and effectively with any complaint. Should the matter remain unresolved, the complainant must be advised to write to the Business

Support Unit, DVA, Balmoral Road, Belfast, BT12 6QL;

- xxi. you shall at the end of each month provide BSU notification of the days and potential location on which you intend to conduct approved CBT courses. This notification should also include a NIL return where appropriate. This will enable DVA to carry out its responsibilities in connection with the monitoring of your training;
- xxii. you shall facilitate any request for a monitoring visit unless there is reasonable grounds for alternative arrangements. Such requests will be dealt with on an individual basis;
- xxiii. if you cease (for whatever reason) CBT, you shall send copies of all certificates issued within the last two years and all unused certificates, to BSU. DVA will refund the value of unused certificates, less an administration fee, provided these are complete, not defaced or illegible; and
- xxiv. you are required to notify BSU, in writing, of any fatal or serious incidents that occur during training. The report should be forwarded immediately or as soon as possible thereafter and take the form of a letter.

If any of the above conditions cease to be complied with, you shall inform DVA of that fact in writing. You shall not provide approved compulsory basic training courses (CBT) until such time as the conditions have been complied with, the Agency has been informed of the compliance and it has been verified.

If at anytime DVA becomes aware that you have not informed us of any breach of these conditions it has the right to revoke your authorisation to deliver approved training courses until such time as DVA is satisfied of your compliance.

Appendix 2

RECOMMENDED READING LIST

- a. The Official Highway Code for Northern Ireland
- b. Know Your Traffic Signs
- c. The Official DSA Guide to Learning to Ride
- d. The Official DSA Guide to Riding – The Essential Skills
- e. Your Guide to Becoming an Approved Motorcycle Instructor (AMI) & Information Manual (DVA)
- f. The Driving Instructors Handbook (Kogan Page)
- g. Practical Teaching Skills for Driving Instructors (Kogan Page)
- h. The Motor Vehicle (Driving Licence) Regulations 1996
- i. The Motor Vehicles (Driving Instruction) Regulations (NI) 2010
- j. DL8 – Motorcycle Driving Test Pass Certificate (L test)
- k. DL9 – Motorcycle Driving Test Report (L test)
- l. DL9 M/C – Motorcycle Driving Test Report (Manoeuvres Test) (L test)
- m. AMI 9 – Test 1 & 2, Eyesight and Riding Technique (Part 2)
- n. DSA Safe Riding Syllabus & Standard (BM to supply link)

Appendix 4

Below is a full list of the Agency's Test Centre locations, contact telephone numbers and other useful contact details:

Armagh

47 Hamiltonsbawn Road
BT60 1HW
Tel: 028 3752 2699

Ballymena

Pennybridge Industrial Est
Larne Road
BT42 3ER
Tel: 028 2565 6801

Belfast/Headquarters

Balmoral Road
BT12 6QL
Tel: 028 9068 1831

or

Belfast/Dill Road

Castlereagh

Coleraine

2 Loughan Hill Industrial Estate
Gateside Road
BT52 2NU
Tel: 028 7034 3819

Cookstown

Sandholes Road
BT80 9AR
Tel: 028 8676 4809

Craigavon

Diviny Drive
Carn Industrial Estate
BT63 5RY
Tel 028 3833 6188

Downpatrick

Cloonagh Road
Flying Horse Road
BT30 6DU
Tel 028 4461 4565

Enniskillen

Chanterhill
BT74 6DE
Tel 028 6632 2871

Larne

Ballyboley Road
Ballyloran
BT40 2SY
Tel: 028 2827 8808

Lisburn

Ballinderry Industrial Estate
Ballinderry Rd
BT28 2SA
Tel 028 9266 3151

Londonderry

New Buildings Ind. Est.
Victoria Road
BT47 2SX
Tel 0287134 3674

Mallusk

Commercial Way
Hydepark Industrial Est.
BT34 8YY
Tel 028 9084 2111

Newtownards

Jubilee Road
BT23 4XP
Tel 028 9181 3064

Newry

51 Rathfriland Road
BT34 1LD
Tel 028 3026 2853

Omagh

Gortrush Industrial Estate
Derry Road
BT78 5CJ
Tel 028 8224 2540

FEES INFORMATION LINE TEL: 08457 581416
(All calls charged at local rate)

Appendix 5

Useful telephone and fax numbers

Business Support Unit, DVA

Telephone: 0289 054 1858

Fax: 0289 066 5520

DVA (Licensing Enquiries)

Telephone: 0845 402 4000

DVA Theory tests bookings

Telephone: 0845 600 6700

DSA publications office

Telephone: (01234) 744 051

Speed Measuring Equipment (Speedoscope)

The details for the Speedoscope are as follows;

L.E.T. Automotive NV, Vaartlaan 20, B-9800, Deinze, Belgium.

Telephone: 0032 93818788



Document No: DVP361
Issue: 1
Origin: DVP
Review Date: 01/03/12