

Pearson SRF BTEC Level 4 Professional Award in Coaching for Driver Development (22005)

Specification

Customised qualification on Pearson's
Self-regulated Framework for Tri-Coaching
Partnership

First teaching July 2016

Edexcel, BTEC and LCCI qualifications

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About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

Pearson's Self-regulated Framework qualifications

This qualification has been approved by Pearson as meeting the criteria for Pearson's Self-regulated Framework.

Pearson's Self-regulated Framework is designed for qualifications that have been customised to meet the needs of a particular range of learners and stakeholders.

These qualifications are not accredited or regulated by any UK regulatory body. For further information please see Pearson's Self-regulated Framework policy on our website.

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

This qualification has been developed in collaboration with Tri-Coaching Partnership Limited.

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1 Centre and qualification approval

The centre must be approved by Pearson before delivering and assessing customised qualifications on Pearson's Self-regulated Framework. Centres that have not previously been approved will need to apply for, and be granted, centre recognition as part of the process for approval to offer this qualification.

Before you offer this qualification you must meet both centre and qualification approval requirements.

Please refer to the centre approval guidance on our website at: qualifications.pearson.com/en/support/support-topics/centre-administration/becoming-a-centre

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all requirements. If the centre does not comply with the agreement this could result in the suspension of certification or withdrawal of approval.

2 Guidance for centres developing Pearson Self-regulated Framework (SRF) qualifications

All centres who are developing and writing qualifications for the Pearson Self-regulated Framework should follow the guidance set out in the *Customer Guide for Centre-devised Pearson's Self-regulated Framework Qualifications*.

3 Purpose of this specification

All customised qualifications on Pearson's Self-regulated Framework have a specification.

This specification sets out:

- the aim/objective of the qualification
- the structure and/or rule of combination of the qualification
- the resources required by the centre to offer the qualification
- the knowledge, skills and understanding which will be assessed as part of the qualification
- the method of assessment and any associated requirements relating to it
- the criteria (for example assessment criteria) against which each learner's level of attainment will be measured.

If you need any guidance or support related to customised qualifications you should contact your Pearson representative, who will be happy to provide advice.

4 Qualification summary

Key information

Pearson SRF BTEC Level 4 Professional Award in Coaching for Driver Development	
Total Notional Learning Hours (NLH)	80
Qualification value (NLH/10)	8
Assessment	This qualification is assessed via Centre-devised assessment
Unit grading information	Pass
Overall qualification grading information	Pass

Aim of the qualification

This qualification has been developed for Tri-Coaching Partnership Limited.

The Pearson SRF BTEC Level 4 Professional Award in Coaching for Driver Development is for learners who work in, or want to work in, the driver training industry.

It gives learners the opportunity to:

- develop knowledge related to coaching in a safety critical environment. Traditional driver training focuses on motor skills. Through coaching, trainee drivers are encouraged to focus on their self-awareness and their ability to take responsibility for their learning and the driving task.
- develop skills in using client-centred learning techniques with trainee drivers. The DVSA National Driver and Rider Training Standard advocate a client-centred approach to teaching people to drive.
- learn about behavioural change and develop techniques to influence the choices and decisions people make.
- develop their own personal growth and engagement in learning. Learners are encouraged to work on personal development plans so that they know where they want to take their learning next. There are opportunities to progress from category B drivers to work with fleet drivers, training new driving instructors and professional development of Approved Driving Instructors.

5 Centre resource requirements

As part of the approval process, the centre must make sure that the resource requirements below are in place before offering the qualification.

- The centre must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have fit-for-purpose and relevant expertise.

- The centre must have appropriate policies in place relating to the delivery of the qualification.
- The centre must deliver the qualification in accordance with current equality legislation.

6 Qualification structure

Pearson SRF BTEC Level 4 Professional Award in Coaching for Driver Development

The Pearson SRF BTEC Level 4 Professional Award in Coaching for Driver Development qualification totals 80 Notional Learning Hours (NLH).

Learners must achieve all mandatory units to achieve the qualification.

Mandatory units				
Unit	Unit title	Level	Notional Learning Hours	Unit value (NLH/10)
1	Communicating effectively	4	20	2
2	Using feedback for development	4	20	2
3	Holding structured coaching conversations	4	20	2
4	Addressing higher order cognitive skills	4	20	2

7 Programme delivery

The centre is free to offer this qualification using any mode of delivery (for example full time, part time, evening only, distances learning) that meets its learners' needs. Please refer to the policy pages on our website at:

qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications-/policies-for-centres-learners-and-employees

Whichever mode of delivery is used, the centre must make sure that learners have access to the required resources (outlined in the specification) and to the subject specialists delivering the units. Centres must give due regard to the Pearson policies that apply to different modes of delivery.

For this qualification, delivery methods include:

- Classroom teaching
- Case studies

Delivery approach

It is important that the centre develops an approach to teaching and learning that supports the specialist vocational nature of Pearson SRF qualifications. Specifications should contain a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Delivery staff and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector within which the learner works or wishes to work in. This will require the development of relevant and fit-for-purpose teaching materials that allow learners to apply their learning to actual events and activities in the sector. Maximum use should be made of the learner's experience.

8 Assessment

Assessment is a process of measuring learners' work reliably, to produce results that are a valid interpretation of knowledge or performance.

To avoid over-assessment, where appropriate the centre is encouraged to link delivery and assessment across units.

Each unit has specified outcomes of learning and assessment criteria. To pass a unit, learners must meet all the outcomes of learning and assessment criteria.

To give learners the opportunity to meet the outcomes of learning and assessment criteria, the centre will need to devise appropriate and relevant assessment methods.

For guidance, please refer to the *Pearson's Self-regulated Framework (SRF) Quality Assurance Handbook* on our website at:

qualifications.pearson.com/en/qualifications/customised-qualifications-service/self-regulated-framework

Authenticity of learner work

An assessor must assess only work that is authentic, i.e. the learner's own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, if an assessor suspects that some or all of the evidence from a learner is not authentic then the assessor must take appropriate action using the centre's policies for malpractice. Further information is given in *Section 9 Malpractice*.

9 Malpractice

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website

Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. *Centre Guidance: Dealing with Malpractice* gives all the information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed. In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Heads of centre are required to report incidents of any suspected learner malpractice that occur during assessments. We ask that centres do so by completing a JCQ Form M1 (www.jcq.org.uk/malpractice) and emailing it and any accompanying documents (signed statements from the learner, copies of evidence, etc) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of Centre are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centre are requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the Head of Centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
 - being barred from registration for Pearson qualifications, both regulated and non-regulated, for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals policy*, available on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via: pqsmalpractice@pearson.com, they will inform you of the next steps.

10 Quality assurance

Quality assurance is at the heart of customised qualifications on Pearson's Self-regulated Framework.

This specification must be used for delivery and assessment.

The centre internally assesses this customised qualification and, to ensure consistency and validity of the assessment process is responsible for making sure that all assessors and Internal Verifiers adhere to their internal verification processes.

Pearson quality assures its qualifications to check that all centres are working to the agreed standard. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. This specification will be used by Pearson to externally verify and certificate the approved qualification(s).

For guidance, please refer to *Pearson's Self-regulated Framework (SRF) Quality Assurance Handbook* on our website at:

qualifications.pearson.com/en/qualifications/customised-qualifications-service/self-regulated-framework

11 Access and recruitment

Pearson is committed to providing qualifications with no artificial barriers. A full statement, included in our *Equality Policy*, can be found on our website at: qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications-/policies-for-centres-learners-and-employees

Equality and fairness are central to our work. We are committed to making sure that qualifications do not discriminate and all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly with the achievement of their peers.

Restrictions on learner entry

Centres should review potential learners' prior qualifications and/or experience, considering whether this profile shows that learners have the potential to achieve the qualification.

This qualification is suitable for all learners aged 21 and above and must have a valid driver's licence for at least four years. Centres must give due regard to the Pearson policies that apply to the fair and equal recruitment of learners to all Pearson qualifications.

Units

Unit 1: Communicating Effectively

Level: **4**
Notional Learning Hours: **20**
Unit value (NLH/10): **2**
SRF unit code: **20908J**

This unit is internally assessed

Unit introduction

This unit focuses on the importance of effective communication between the driving instructor and the trainee driver in order to facilitate the development of safe, responsible drivers. Effective communication is all about a balanced, equal relationship between both parties: the driving instructor and the trainee driver, where communication is authentic, neutral and non-judgemental. The aim of effective communication is to encourage trainee drivers to take responsibility for the driving task so that once they pass the driving test and are independent, they know how to self-evaluate and avoid hazardous driving situations.

Driving instructors will learn how to develop self-evaluation skills in their trainee drivers through the use of probing questions which tap into underpinning beliefs and values. Driving instructors will have the opportunity to discuss and experiment with a variety of communication techniques in a classroom environment before practising these in a real environment. The case studies will demonstrate that they have met the assessment criteria and the learning outcomes for the unit.

The unit is the first one of four core units in the qualification.

Outcomes of learning and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the outcomes of learning. The assessment criteria determine the standard required to achieve the unit. Each outcome of learning will have one or more assessment criterion.

Outcomes of learning		Assessment criteria	
1	Understand how to implement effective communication techniques with drivers during training	1.1	Evaluate the use of different communication techniques for different learning styles
		1.2	Assess the effectiveness of different communication techniques to establish rapport

Outcomes of learning		Assessment criteria	
2	Understand different questioning techniques that challenge drivers' beliefs and motivation	2.1	Analyse how different questioning techniques produce different outcomes
		2.2	Justify the use of a questioning technique to challenge drivers' beliefs and motivation

Unit content

1 Understand how to implement effective communication techniques with drivers during driver training

Effective communication skills

- the importance of developing active listening skills, such as: paraphrasing, summarising, repeating, nodding, questioning
- the importance of adapting the teaching style to match learning style
- how to engage the driver

First impressions

- body language
- tone of voice
- use of words

Rapport

- non-verbal communication techniques
- the features of client-centred rapport

2 Understand different questioning techniques that challenge drivers' beliefs and motivation

Different questioning techniques

- open and closed questions
- different perspectives
- reframing
- feedback
- active listening

Beliefs and motivation

- influencing
- where beliefs come from
- enabling and limiting beliefs
- goals and objectives
- barriers to learning
- emotions and cognition

Information for delivery staff

Essential requirements

There are no special resources required for this unit.

Assessment guidance

Assessment is completion of an assignment based on a case study. The completed assignment should be sent electronically with any accompanying video / audio evidence and will be assessed electronically.

Suggested resources

Books

Alexander, G. & Renshaw, B. *Super Coaching* Random House Business Books (2005), ISBN 9781844137015

Galway, T. W. *The Inner Game of Tennis* (1975) ISBN 0 330 295136

Palmer, S. & Whitbrow, A. *Handbook of Coaching Psychology* Routledge (2007) ISBN 978-1-58391-707-7

Passmore, J. *Excellence in Coaching: the industry guide*, Kogan Page Limited (2006), ISBN 978 0 7494 4637 6

Reece, I. & Walker, S. *Teaching training and learning a practical guide* (1997) ISBN 0 907679 93 5

Whitmore, J. *Coaching for Performance*, 3rd edition, Nicholas Brealey Publishing (2002), ISBN 1-85788-303-9

Websites

www.tri-coachingpartnership.com	Information about the organisation that delivers the SRF BTEC level 4 in Coaching for Driver Development.
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Unit 2: Using feedback for development

Level:	4
Notional Learning Hours:	20
Unit value (NLH/10):	2
SRF unit code:	20909J

This unit is internally assessed

Unit introduction

This unit focuses on the use of feedback as a means of facilitating the development of both the driving instructor and the trainee driver. Different feedback techniques are explored and practised both theoretically and in real-life driving situations. Self-awareness and self-responsibility are crucial when giving and receiving feedback so the emotional intelligence of the driving instructor in the coaching relationship is also examined.

Driving is a task which involves a high level of reflection and self-evaluation, the process of feedback facilitates the development of the trainee driver so that they can evaluate and reflect upon their driving when they are unsupervised.

Research suggests that the process of reflection reduces crash involvement so that if a newly qualified driver is involved in a near-miss incident and has been coached to develop self-evaluation skills, they will be able to reflect on this incident and how to prevent a similar one occurring in the future.

This unit is the second of four units that comprise the qualification. Its content is addressed in the classroom through interactive exercises and group discussion and assessed through case study.

Outcomes of learning and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the outcomes of learning. The assessment criteria determine the standard required to achieve the unit. Each outcome of learning will have one or more assessment criterion.

Outcomes of learning		Assessment criteria	
1	Understand how to use feedback for self-development	1.1	Critically evaluate the benefits of feedback for personal self-development
2	Understand how to use feedback for the development of the trainee driver	2.1	Analyse the use of feedback for the development of the trainee driver
		2.2	Recommend effective feedback methods for a client-centred approach

Unit content

1 Understand how to use feedback for self-development

Self-development

- self-awareness and emotional intelligence
- identifying strengths, weaknesses and development needs
- theories of learning
- the process of learning
- the process of reflection
- reflective logs

2 Understand how to use feedback for the development of the trainee driver

Development of the trainee driver

- self-evaluation skills
- scaling
- eliciting feedback
- action plans for personal development
- visualisation techniques
- mindfulness

Information for delivery staff

Essential requirements

There are no special resources required for this unit.

Assessment guidance

Assessment is completion of an assignment based on a case study. The completed assignment should be sent electronically with any accompanying video / audio evidence and will be assessed electronically.

Suggested resources

Books

Alexander, G. & Renshaw, B. *Super Coaching* Random House Business Books (2005), ISBN 9781844137015

Galway, T. W. *The Inner Game of Tennis* (1975) ISBN 0 330 295136

Palmer, S. & Whitbrow, A. *Handbook of Coaching Psychology* Routledge (2007) ISBN 978-1-58391-707-7

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Websites

www.tri-coachingpartnership.com	Information about the organisation that delivers the SRF BTEC level 4 in Coaching for Driver Development.
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Unit 3: Holding structured coaching conversations

Level: 4
Notional Learning Hours: 20
Unit value (NLH/10): 2
SRF unit code: 20910J

This unit is internally assessed

Unit introduction

This unit focuses on the importance of the driving instructor being able to structure a coaching conversation during a driving lesson to raise awareness and self-responsibility in the trainee driver. Coaching conversations can take place at several points throughout a driving lesson but will most often happen at the beginning when the goal(s) for the lesson (is) are set. The aim of a coaching conversation is to ensure the ownership for the learning remains with the trainee driver. Comparisons will be made with traditional driver training so that the benefits of coaching conversations can be measured.

Driving instructors will cover the content for this unit in a classroom environment where a model for structuring a coaching conversation will be explored alongside the essential coaching skills that are needed to deliver it. Practical application of this model will be assessed through the assignment which will be completed as part of a case study.

This unit is the third of four core units that comprise the qualification.

Outcomes of learning and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the outcomes of learning. The assessment criteria determine the standard required to achieve the unit. Each outcome of learning will have one or more assessment criterion.

Outcomes of learning		Assessment criteria	
1	Be able to manage a coaching conversation	1.1	Explain how to structure a coaching conversation in a practical driver training session
		1.2	Facilitate a coaching conversation using different techniques
2	Understand the differences between coaching in driver training and traditional instruction methods	2.1	Compare and contrast coaching and instruction methods
		2.2	Recommend the most effective of the two methods for improving road safety

Unit content

1 Be able to structure and deliver a coaching conversation

Structure a coaching conversation

- GROW model
- SMART goals
- when to use in driver training

Deliver a coaching conversation

- client-centred rapport
- active listening
- effective questioning
- eliciting feedback
- using intuition

2 Understand the differences between coaching in driver training and traditional instruction methods

Coaching in driver training

- raise awareness
- build responsibility
- safety critical situations
- whose agenda?

Traditional instruction methods

- hierarchical relationship
- instructor-led
- end goal is driving test

Information for delivery staff

Essential requirements

There are no special resources required for this unit.

Assessment guidance

Assessment is completion of an assignment based on a case study. The completed assignment should be sent electronically with any accompanying video / audio evidence and will be assessed electronically.

Suggested resources

Books

Alexander, G. & Renshaw, B. *Super Coaching* Random House Business Books (2005), ISBN 9781844137015

Galway, T. W. *The Inner Game of Tennis* (1975) ISBN 0 330 295136

Palmer, S. & Whitbrow, A. *Handbook of Coaching Psychology* Routledge (2007) ISBN 978-1-58391-707-7

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Unit 4: Addressing higher order cognitive skills

Level: **4**
Notional Learning Hours: **20**
Unit value (NLH/10): **2**
SRF unit code: **20911J**

This unit is internally assessed

Unit introduction

This unit focuses on the Goals for Driver Education and considers how these can be addressed through driver coaching. The Goals for Driver Education (GDE) is a framework which sets out the competencies that should be achieved in order for newly qualified drivers to remain safe and crash free on the roads. Driving instructors will examine in detail the framework and consider why and how it can be applied to the learning to drive process.

Traditional driving instruction focuses on core competencies of fault correction and levels of instruction in order to prepare student drivers for the driving test. By addressing the Goals for Driver Education driving instructors are encouraged to consider how the personality, beliefs and values of the newly qualified driver might impact on the way they handle the vehicle. The GDE has been addressed throughout the previous three units without specifically naming it. Driving instructors will recognise that when they encourage the trainee driver to set goals for the session they are addressing the higher levels of the GDE framework.

This unit is the final of four units that comprise the qualification. Its content is addressed in the classroom through interactive exercises and group discussion and assessed through case study.

Outcomes of learning and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the outcomes of learning. The assessment criteria determine the standard required to achieve the unit. Each outcome of learning will have one or more assessment criterion.

Outcomes of learning		Assessment criteria	
1	Understand how to address higher order cognitive skills through the Goals for Driver Education (GDE) framework	1.1	Analyse how the GDE framework enables the driving instructor to address higher order cognitive skills
		1.2	Justify how addressing the higher levels of the GDE framework results in safe, responsible drivers
2	Be able to use self-evaluation techniques with trainee drivers	2.1	Use different methods for the development of self-evaluation skills in trainee drivers
		2.2	Justify how self-evaluation techniques result in safe, responsible drivers

Unit content

1 Understand how to address higher order cognitive skills through the Goals for Driver Education framework

Higher order cognitive skills

- emotional and cognitive motivators of behaviour
- self-awareness
- self-responsibility
- judgement
- decision-making
- anticipation

Goals for Driver Education framework

- level 1 vehicle manoeuvring
- level 2 integrating with other road users
- level 3 goals and context of journey
- level 4 goals for life and skills for living

2 Be able to use self-evaluation techniques with trainee drivers

Self-evaluation techniques

- development of reflective skills
- recognition of personal strength and weaknesses
- reflective logs
- mind maps
- scaling

Information for delivery staff

Essential requirements

There are no special resources required for this unit.

Assessment guidance

Assessment is completion of an assignment based on a case study. The completed assignment should be sent electronically with any accompanying video / audio evidence and will be assessed electronically.

Suggested resources

Books

Alexander, G. & Renshaw, B. *Super Coaching* Random House Business Books (2005), ISBN 9781844137015

Galway, T. W. *The Inner Game of Tennis* (1975) ISBN 0 330 295136

Palmer, S. & Whitbrow, A. *Handbook of Coaching Psychology* Routledge (2007) ISBN 978-1-58391-707-7

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