

**YOUR GUIDE TO BECOMING AN  
APPROVED MOTORCYCLE INSTRUCTOR (AMI)  
& INFORMATION MANUAL**



## Approved Motorcycle Instructors (AMIs)

*Please note that this is not an exhaustive guide, additional advice and information can be found in one or more of the publications contained in the 'Recommended Reading Listed' at Annex 1.*

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## **Introduction**

The Driver & Vehicle Agency (DVA) is an Executive Agency of the Department of Environment for Northern Ireland.

The Agency's key aim is to promote and improve road safety. It operates from a number of geographical locations, including 15 combined vehicle test and practical driving test centres, two stand alone centres for driving tests, six theory test centres, two enforcement centres and 13 dynamic weighbridge facilities, five of which can be operated by customers themselves.

In addition to registering and licensing motor vehicles and the administration and issue of driving licences, the Agency carries out over 900,000 roadworthiness checks a year on cars and motorcycles, light goods vehicles, trailers, large passenger carrying vehicles and heavy goods vehicles. Over 70,000 Driving tests are carried out per year in three main groups i.e. practical 'L' tests, large goods vehicle (LGV) tests and passenger carrying vehicle (PCV) tests. The Agency also carries out over 53,000 theory tests per year.

The Agency also maintains an up-to-date register of approximately 1200 Approved Driving Instructors (ADIs). The Agency's Compliance Section is responsible for checking both vehicles and drivers to ensure they comply with statutory legal requirements.

This guide has been developed, along with the publications contained in the recommended reading list, to provide Potential Motorcycle Instructors (PMI's) and those on the register with the necessary information to complete the qualifying process and maintain their status.

The regulations governing these powers emanate from the Road Traffic (Northern Ireland) Order 2007 and the Motor Vehicles (Driving Instruction) Regulations (Northern Ireland) 2010. These regulations make it illegal for anyone to charge (either money or monies worth) for instruction in riding a motorcycle unless their name is on the Register of Approved Motorcycle Instructors maintained by the Registrar.

The Register is set up in the interests of road safety to improve the standard of motorcycle instruction available to the general public. It ensures that the public can rely upon an acceptable minimum standard of tuition from registered motorcycle instructors.

Although AMIs can be approved to deliver both Compulsory Basic Training (CBT) and practical on-road training in preparation for the motorcycle test, not all will. Some may not seek the additional authorisation to deliver CBT. A list of AMIs and those who deliver CBT can be found on the Agency's web site at [www.nidirect.gov.uk/motoring](http://www.nidirect.gov.uk/motoring)

The AMI register was introduced on 29 November 2010 with CBT authorisation being introduced in early 2011. The Driver & Vehicle Agency (DVA) is responsible for the maintenance of the register and CBT scheme and for the testing and monitoring of the AMIs. Periodically the Agency will issue up-dates, which will be available online, to AMIs containing information and guidance relating to the administration and provision of the register. These up-dates contain information to help AMIs operate and meet the agreed 'Conditions of Registration' at Appendix 1.

This document contains information relating to the AMI and CBT qualifying processes and the implementation and delivery of the register.

Annex 2 of this document provides useful addresses and telephone numbers including the Agency test centres.

We will update this document on-line periodically to incorporate information contained in future up-dates and delete information that is no longer relevant.

This document will be made available to all AMIs and PMIs who are seeking entry onto the AMI register. It should be read in conjunction with the 'Conditions of Registration' under which AMIs are authorised and the recommended reading materials listed at Annex 1.

## **AMI responsibilities**

An AMI has an important role to fulfil. It extends beyond teaching someone to ride a motorcycle. You will be responsible for instilling high standards of riding and behaviour into new motorcycle riders, many of whom are young and inexperienced.

The job is demanding but can also be extremely rewarding. As an AMI you will be expected to demonstrate a:

- high regard for all aspects of road safety;
- high standard of riding and instructional ability;
- professional approach to your customers; and
- responsible attitude to your pupils and profession.





Being an AMI is not easy. Your job will involve dealing with all sorts of people with individual needs, some of whom may struggle to understand or demonstrate safe riding skills. To ensure you get the best from your pupils you need good people skills, patience and understanding, as well as:

- a thorough knowledge of the theory and practice of riding motorcycles;
- an ability to teach and coach others;
- a facility to keep abreast of changes in the statutory regulations that govern the content and conduct of motorcycle riding tests as well as riding instruction;
- an ability to provide a professional service to all; and
- a good business sense.

The nature of the job means you may choose to work unsociable hours to fit in with your pupils' needs. You will be responsible for your own safety, that of your pupil and other road users.

You will need a high level of concentration throughout your working day. Your last lesson of the day has to be conducted with the same enthusiasm and competence as your first, which can be difficult.

If it is your own riding school, you need to run it in an effective and efficient manner which will put extra demands on you and may extend your working day. You will generally need to recruit your own candidates in competition with other AMIs. How busy you are and how much you earn will depend on your own ability to market your skills.

DVA and the instruction industry place great emphasis on professional standards and business ethics. A 'Code of Conduct' is something that each AMI should adopt as it is the framework within which an instructor should seek to operate. A draft code of conduct is included at Appendix 2.

You should not embark upon this career lightly. The qualifying process is tough but fair and it can be expensive and time consuming. You should expect the qualifying process to take several months to complete.

The benefits of becoming a fully qualified instructor are:

- you can be self-employed;
- you can choose what hours you work;
- if your business is successful you can generate a reasonable income;
- there is the opportunity for a high level of job satisfaction; and
- you have the opportunity of starting new riders on the road to a safe and enjoyable riding career.

## **AMI qualifying process**

To become an AMI you must:

- hold a current full Northern Ireland, Great Britain or Community (EC/EEC) Motorcycle licence;
- have held one of the above licences or a foreign licence for a total of four years out of the past six years preceding the date of your application;
- not have been disqualified from riding/driving for any part of the four years preceding the date of your application;
- be a fit and proper person as defined under the 'Fit and Proper Person' criteria which includes successfully completing an Access NI (ANI) check;
- pass the three part qualifying examination process; and
- pay the registration fee to have your name entered onto the AMI register.

The purpose of the 'fit and proper' criteria is to set down the parameters for the Registrar and his/her staff to make a decision as to whether an AMI or Potential AMI is a 'fit and proper' person within the meaning of the Motor Vehicles (Driving Instruction) Regulations (Northern Ireland) 2010.

(See Appendix 3 for the criteria for a 'fit and proper' person)

All convictions including motoring offences, still in force (i.e. not 'spent' under the Rehabilitation of Offenders (Exceptions) Order (Northern Ireland) 1979) will be taken into account when the Registrar assesses your suitability to be entered onto the Register.



### **Trainee Licence**

There is no provision within the AMI scheme for a 'Trainee Licence'. Those wishing to become an AMI cannot give instruction for monies or reward but can accompany an AMI while they are delivering motorcycle training.

It is an offence under the Road Traffic (Northern Ireland) Order 2007 to give motorcycle instruction for payment if your name is not on the AMI register. This offence carries a maximum fine of £2,500.

### **Fees**

You will have to pay a fee for each attempt at each part of the qualifying process. There is also a fee, once you have passed all three qualifying examinations, to have your name entered onto the register and again every four years, when your registration comes up for renewal.

For information on the examination and registration fees, please call the Fees Information Line on 08457 581416 or go on line at [www.nidirect.gov.uk/motoring](http://www.nidirect.gov.uk/motoring).

### **Disabilities**

For information on disabilities please refer to - '**Candidates/Pupils with Disabilities**' on page 82.

### The qualifying examination

- the Theory Test (including a Hazard Perception Test) (Part 1);
- the Test of Riding Ability and Fitness (which includes an Eyesight Test) (Part 2);  
and
- the Test of Instructional Ability and Fitness (Part 3).

You must take and pass all three parts of the examinations in this order and the whole examination process must be completed within two years from the date you pass the theory test (Part 1).

If you have not completed the examination process within the two year period you must begin the examination process again and pass each of the parts again. This period cannot be extended for any reason, but you are entitled to take the test of instructional ability after two years has expired if the application has been made before the expiry date. If you pass the test of instructional ability (Part 3) you are deemed to have done so within the two year period.

You will have a maximum of three attempts at each of the tests. If you have not passed after three attempts you must wait until the end of your two year period starting from the date you took the first theory test before you can begin the qualifying process again.

### Application

The process begins by making application to take the AMI theory test which is the first part of the three part qualifying examination process. Each applicant is subject to a Criminal History Check. These checks are carried out by Access NI (ANI).

ANI will provide criminal history information about individuals seeking paid or unpaid work in certain defined areas, such as working with children or vulnerable adults.

Under ANI, AMIs will be subject to an **enhanced** check. More comprehensive information will be obtained under this system from police forces across the UK if, for example someone has lived in England, Scotland or Wales.

Importantly, the ANI enhanced check will also pick up ‘soft intelligence’ about individuals. This could be a charge or case pending about a person, which has not yet, or did not result in a conviction but which the police may feel is relevant to the position of an AMI.

DVA, Business Support Unit (BSU) will provide advice, if requested, to new applicants with concerns about a criminal history. DVA will make decisions on the basis of its ‘fit

## 2. Examination Process



and proper' person criteria, the detail of which can be found at Appendix 3.

A criminal record will not necessarily be a bar to registration or to proceeding with the AMI examination process. DVA as a registered body must abide by the ANI Code of Practice. A copy of this code can be found on line at:

<http://www.nidirect.gov.uk/accessni-code-of-practice.pdf>

DVA strongly advise anyone with concerns about their criminal history to speak to DVA before committing themselves to advance fees for any training packages offered by AMI training providers.

Theory test application and ANI PIN Notification & ID Validation forms can be obtained from the Business Support Unit, DVA, 66 Balmoral Road, Malone Lower, Belfast BT12 6QL, telephone number 028 9054 7967.

Completed forms should be sent, together with proof of identity as indicated on the form and the appropriate fee to BSU at the above address. DVA will then complete the online ANI application process.

Once the checks have been completed DVA will send you a letter containing your eligibility number. You will need this number in order to book a theory test.

To book your theory test you need to contact the booking centre on 0345 600 6700 (local rate) or text phone on 0300 200 1166 and advise the operator of your eligibility number. The operator will confirm your appointment immediately and reply in writing or electronically, within ten days.

**Note:** *the ANI check will be carried out again once you have completed the qualifying process, prior to registration.*

### **Theory test (Part 1)**

The theory test is available at six theory test centres throughout Northern Ireland – Ballymena, Belfast, Londonderry, Newry, Omagh and Portadown.

Information on how to book your theory test is also available on line at [www.nidirect.gov.uk/motoring](http://www.nidirect.gov.uk/motoring)

The test is conducted as an IT based test and is carried out in two parts; multiple-choice questions and a hazard perception test, both of which must be taken at the same time.



### ***Multiple choice***

In the multi-choice part of the test you will be asked 100 questions split into four bands:

- Band 1 - Road Procedure & Rider Safety;
- Band 2 - Traffic Signs and Signals, Bike Control, Pedestrians, Mechanical Knowledge;
- Band 3 - Driving Test, Disabilities, The Law & The Environment; and
- Band 4 - Publications & Instructional Techniques.

Each question contains up to six options and you will be asked to select anything from one to four correct answers. You answer the questions by touching the computer screen.

To pass this part of the test you must answer at least 85 questions correctly with a minimum of 20 correct answers in each band. This part of the test will last a maximum of one and a half hours. You will have the option to work through a practice session lasting 15 minutes to help you get used to the system before you start the actual test.

### ***Hazard perception***

After an optional break of up to three minutes the hazard perception test will begin. You will initially be shown a tutorial video, showing a sample of test clips and a recorded explanation of how the test works. You will have the option to repeat this session once if you wish.

The test consists of 14 video clips, one of which contains two scoring hazards so you need to keep concentrating to the end of the clip. Each clip lasts for approximately one minute.

Each clip contains hazards just like those you will see on the road. Some hazards you might just need to keep an eye on in case the situation changes; others will develop forcing you as the driver to slow down or change direction. These are the ones we will measure your response to.

You will score points by clicking the left or right mouse button as soon as you spot a clue to the developing hazard. You will need to click again each time you think the situation changes. You do not need to use the cursor or move the mouse.

As you click you will see a red flag appear at the bottom of the screen. This is to show that your click has been registered. When you click the clip will not stop running.

You can score up to five points for each developing hazard. The mark for each scoreable hazard depends on how early you detect the hazard. If you fail to respond within the scoring area of the clip, you will score zero points.

If you continually press the mouse throughout the clips in the hope of scoring some points, a warning message will appear advising you that you responded in an unacceptable manner and you will score zero points.

What matters is **when** you click the mouse. It does not matter **where** on the screen you click. You must score at least 57 out of a possible 75 to pass this part of the test.

**Note:** *additional facilities are available for people with special needs. For more information visit [www.nidirect.gov.uk/motoring](http://www.nidirect.gov.uk/motoring)*

### **Result**

You must pass both parts of the test at the same time. You will be given your result once the test has been completed and you have returned to the waiting room.

DVA will be advised of the result of your test and depending on the result you may apply either for the Part 1 again or the Part 2. You will be given the appropriate form when you receive your result at the theory test centre.

Only three attempts at the Part 1 are permitted within a two year period starting from the date of your first test.

The theory test requires a higher standard of knowledge than that required for a learner rider. The questions are based on all or any of the following:

- principles of road safety generally and their application in particular circumstances;
- techniques of riding a motorcycle correctly, courteously and safely including control of the machine, road procedure, recognising hazards and taking proper action, dealing properly with pedestrians and other road users and the use of safety equipment;
- the theory and practice of learning, teaching and assessment; and
- tuition required to instruct a pupil in riding a motorcycle, including the items set out above, the correction of pupil errors, the manner of the instructor, the relationship between instructor and pupil, and simple adaptations for disabled riders.

### **The test of riding technique (Part 2)**

The test of riding technique is held at three of the Agency's test centres - Craigavon, Londonderry (Newbuildings) and Mallusk.

Information on how to book your test of riding technique is available on line at: [www.nidirect.gov.uk/motoring](http://www.nidirect.gov.uk/motoring)

You will be given prior notice of your appointment. Send your application to Business Support Unit, DVA, Balmoral Road, Belfast, BT12 6QL. If you need to contact BSU for further information please ring 028 9054 7967.

The test of riding technique consists of two parts, the eyesight test and the practical riding test which will include two off-road manoeuvres – one high speed and one low speed.

The end to end process for the test will take approximately 90 minutes with the practical element (on-road) lasting for approximately 60 minutes. Both elements of the test must be passed at the same time. A copy of the Test Report (AMI 9) can be found at Appendix 5.

#### ***The eyesight test***

You must be able to read in good daylight with the aid of glasses or contact lenses if worn, a motor vehicle registration mark containing letters and figures:

- (a) 79 millimetres in height and 50 millimetres wide at a distance of 26.5 metres; or
- (b) 79 millimetres in height and 57 millimetres wide at a distance of 27.5 metres.

If you do not pass the eyesight test, you will not be allowed to take the riding technique test.

You have a legal obligation to notify the authority (DVA), if your health, including your eye-sight, deteriorates or is likely to have an adverse affect on your riding. If you are in any doubt you are advised to consult your doctor.

#### ***Safety questions***

The examiner will ask you five safety questions ('show me' and/or 'tell me') relating to the mechanical components of your machine. The questions are designed to test your knowledge and practical ability to perform certain tasks.

Questions will be chosen from a list (See Appendix 6) and they will relate to various components of your motorcycle, e.g. tyres, steering, etc. Failure to answer these questions correctly could result in you failing the test.



### ***Off-road manoeuvres***

Prior to going onto the road you will be asked to perform two off-road manoeuvres, one high speed and one low speed selected by the examiner from the lists below. The layout of the 'Off-Road' manoeuvres can be found at Appendix 7.

#### High speed

- avoidance exercise and controlled stop; or
- emergency stop.

#### Low speed

- slalom & figure of eight; or
- ride in a 'U' turn; or
- slow control exercise.

During the high speed manoeuvres you are required to negotiate a bend at a minimum speed of 30kph, approximately 19 mph passing through the speed measuring equipment at a minimum speed of 50kph, approximately 32 mph.

The transition between the high and low speed manoeuvres will include manually wheeling your motorcycle. If an issue arises with control, observation or balance during this time, which the examiner deems worthy of note, a fault will be recorded under the 'manual handling' section of the test report (AMI 9).

### ***Practical on-road riding test***

This test is not just a slightly more difficult 'L' test. It is of an advanced nature and a very high standard of competence is required. You must show that you have a thorough knowledge of the principles of good riding and road safety and that you can apply them in practice.

You must demonstrate the ability to perform any or all of the following:

- expert handling of the controls;
- use of correct road procedure;
- anticipation of the actions of other road users and the taking of appropriate action;
- sound judgment of distance, speed and timing;
- consideration for the convenience and safety of other road users;
- move away straight ahead, up-hill, down-hill and at an angle;



- overtake, meet or cross the path of other vehicles and take an appropriate course without undue hesitancy;
- turn left-hand and right-hand corners correctly without undue hesitancy; and
- park close to the kerb.

The routes used for the test will include roads which may carry heavy or fast moving traffic, for example motorways or dual carriageways. The routes will be both inside and outside built-up areas.

Once on the road you must ride in a progressive professional manner. You should aim to ride as you normally do and not try to put on an act for the examiner. You must ride safely and within the legal limits.

### ***Independent Riding***

During the course of the test you will be required to ride for approximately 10 minutes as if you are riding on your own. The independent riding element of the test will be delivered using one of the following methods.

The examiner will ask you:

- to follow traffic signs to a specified destination; or
- to follow a series of simple directions; or
- to follow a combination of traffic signs and simple directions.

In all three cases you will be asked to pull up at the side of the road prior to starting the independent riding element and the examiner will, on a face to face basis, outline which method s/he intends to use. The examiner will confirm that you understand the series of directions s/he wants you to take with the aid of a diagram if necessary.

The aim of this element of the test is to assess your ability to ride independently, demonstrating a high level of understanding of road procedures whilst at the same time making safe, effective and timely decisions based on the road and traffic conditions at the time.

This is not a test of your knowledge of the local area; it is an element of the test which will help convey to the examiner that you have the confidence and the ability to make safe and correct decisions at the appropriate time without relying on guidance or instructions from a third party.

### ***Fitting and using the radio equipment***

The examiner will supply you with a radio for use during the test. The equipment provides only one-way communication, allowing the examiner to issue instructions and route directions during the test.

The equipment comprises of an ear piece which will be fitted at the start of the test and a radio which the examiner will give you once you have completed the off-road element of the test. The examiner will explain how the radios operate, carry out a radio check to ensure the equipment is operating correctly and explain what you should do if there is a problem with reception.

If the use of your own radio equipment is unavoidable, the examiner will check to see if the Agency radio's can be tuned to your frequency. If this cannot be done quickly or the radio reception is unsatisfactory you must use the Agency's equipment. If you are not willing to do so, the test will not proceed.

### ***Eco-safe riding***

During the test the examiner will assess your ability to ride and operate the controls of your motorcycle in an Eco-safe manner. This will include your ability to plan ahead and anticipate the actions of other road users so you can slow down or speed up in a smooth progressive manner.

Although Eco-safe riding forms part of the assessment it will not have a bearing on the outcome of the test. If the examiner feels that your riding could improve in certain areas, s/he will pass on this information at the conclusion of the test.

More information on Eco-safe riding can be found in the DSA publication, 'Riding - the essential skills' which forms part of the recommended reading list.

### ***Test assessment***

All faults relating to a particular assessment area will be recorded. More than six driving faults recorded during the test will result in a failed test. One or more serious or dangerous faults will also result in a failed test.

Faults are defined as follows:

**A driving fault** is one which is not potentially dangerous. However, a candidate who habitually commits a driving fault in one aspect of riding throughout the test, demonstrating an inability to deal with certain situations, cannot be regarded as competent to pass the test, as that fault alone must be seen as potentially dangerous.

**A serious fault** is one which is potentially dangerous.

**A dangerous fault** is one involving actual danger to the examiner, candidate, the general public or property.

Faults are recorded on the test report as oblique strokes.

The examiner will give his decision and provide you with a copy of the test report (AMI 9) at the end of the test. If it is your intention to have your trainer present during the debrief please ensure they are nearby at the conclusion of the test. The examiner has a commitment to his next candidate so there may not be time to go looking for your trainer.

Your trainer can, if necessary, ask for clarification during the debrief but the examiner will not get into lengthy discussions on the merits or otherwise of the test result.

In addition to the test report (AMI 9), the examiner will provide you with either an application to apply for the test of instructional ability (Part 3) or a form to re-apply for the test of riding technique (Part 2). In either case, if you wish to continue with the qualifying process you should complete the appropriate form and forward it to Business Support Unit, DVA, Balmoral Road, Belfast, BT12 6QL.

Possible causes for failure include:

- lack of progress (particularly on dual-carriageways and motorways);
- failure to avoid or correct skidding in the emergency stop exercise;
- inconveniencing other road users;
- using signals which are excessive, unnecessary or misleading;
- a lack of effective observation at junctions, including those controlled by traffic lights;
- road positioning; and
- lack of effective rear observation (e.g. 'life saver' if necessary).

This is a small selection of the possible reasons for failing the test. There are many more so you should ensure you are fully aware of what is being tested and what the examiner will expect from you.

### ***Test supervision***

Occasionally the Examiner's Supervisor may wish to come along as well. Don't worry – they will not be concerned with your performance but with the examiner's and will take no part in the conduct of the test.

### ***Observer on test***

The examiner will ask you if you would like your instructor (or another observer – preferably the person who has taught you) to accompany you on the test. This is acceptable providing the third party is on another bike and there is no interference in the conduct of the test.

The third party will not be fitted with an Agency radio so they will not be able to hear the directions given by the examiner. If they get separated the examiner will not delay the test so they can catch up.

The benefit to you is that it gives your trainer the opportunity to better support your ongoing learning and development. For example, if you fail the test, your trainer will have witnessed your performance first-hand, listened to the examiner's feedback, and can better discuss it with you afterwards. They can then develop these areas during future lessons. If you pass, your trainer can give feedback about what you can do to further improve your riding.

The opportunity to go along on test as an observer gives trainers, particularly new ones, a clear idea of what is expected on test. This may help their development, as well as yours.

If it is not practical for your trainer to observe the test, they still have the opportunity to listen to the debrief at the end of the test. However, this will be your decision.

### ***Test motorcycle***

You must provide a motorcycle for the test which is in a roadworthy condition and prove that it is MOT'd (if necessary). The motorcycle **MUST** be appropriately taxed and you will also be asked to sign a declaration stating that your motorcycle meets the Minimum Test Vehicle (MTV) requirements and is insured for the purposes of the test, with a minimum of 'Third Party' cover. Your motorcycle **MUST** fall into category A2 or A and be capable of the normal performance of motorcycles of its type with manual transmission and an engine power out-put of at least 35 kW (46.9bhp).

The motorcycle must be fitted with a stand; this can be a side or a centre stand. If one is not fitted the test will not take place.

The motorcycle should be free from advertisements and signs which could cause other road users to give it special consideration. If the motorcycle does not meet these requirements the test may not proceed.

### ***Examiner's motorcycle***

The Agency provides the examiner with a suitable bike to conduct the test. This motorcycle will be fitted with radio equipment that will allow him/her to communicate effectively and clearly throughout the test.

**Note:** *information on the use of radios is contained on page 41.*

### ***Documents to be produced for test***

The following documents **MUST** be produced at the start of the test:

- your appointment letter;
- vehicle registration document (Tax Book, V5C (NI));
- a valid MOT certificate (if necessary); and
- a valid full Northern Ireland (both parts) or Great Britain driving licence for the category of machine on which you are being tested.

If your driving licence was issued outside Northern Ireland and does not contain your photograph you will be required to produce additional photographic evidence of identity.

The examiner needs to confirm the power output of the machine used for test. This information is usually noted in the vehicle registration book (V5C (NI)). However some older versions of the V5C (NI) may not state the power output of the test motorcycle. If it is not available the examiner may find the information on the VIN plate on the motorcycle if one is available or in the owner's manual or service book or manufacturer's information. If the power output cannot be determined the test will not proceed and you may lose your fee.

**Note:** *The above documents must be the originals and not photocopies.*

The alternative photographic evidence of identity can take the form of:

- a current passport;
- a current cheque guarantee card or credit card bearing a photograph and signature of the person;
- an employer's identity card bearing a photograph and signature of the person;
- a trade union card bearing a photograph and signature of the person;
- a current electoral identity card issued by the Chief Electoral Officer for Northern Ireland and bearing a photograph and signature of the person; or
- a photograph of the person which has been endorsed with a certificate in the prescribed form signed by an acceptable person.



An “acceptable person” means:

- a Member of Parliament;
- a district council councillor;
- a Justice of the Peace;
- a minister of religion;
- a barrister;
- a solicitor;
- a teacher;
- a medical practitioner;
- a bank official; and
- an established civil servant or police officer.

“the prescribed form”, in relation to a certificate, means the following-

“I, [Name of acceptable person], certify that this is a true likeness of [Name of candidate], who has been known to me for [Number of Years] Years in my capacity as [Specify capacity].

Signed.....  
Date.....  
Business or profession.....  
Telephone Number.....

**Note:** failure to produce one or more of these documents may result in the test not taking place.

### ***Clothing requirements for test***

It is a legal requirement to wear a safety helmet when riding on the road with the exception of members of the Sikh religion who can wear a turban.

All helmets must comply with the British Standard (BS6658: 1985) and carry the BSI kitemark or the UNECE regulations 22.05 mark.

The Agency has a duty of care to test candidates, therefore it is DVA policy that candidates wear appropriate protective clothing and fluorescent or reflective apparel, throughout the duration of the test. For example it would not be safe or appropriate to wear a T-shirt, shorts and sandals.

The following is an indication of the minimum level of clothing acceptable to DVA:

- motorcycle boots;
- sturdy footwear or boots that provide support and ankle protection;
- textile or leather motorcycle trousers;
- heavy denim trousers;
- heavy denim jacket with several layers underneath;
- textile or leather motorcycle jacket; and
- motorcycle gloves.

The following are examples of clothing that are not acceptable to DVA:

- lightweight training shoes;
- plimsolls or canvas basket ball trainers;
- any form of clothing with areas of exposed skin;
- shell suit or lightweight tracksuit;
- distressed ripped jeans;
- lightweight fleece or hoody; and
- no gloves or skiing gloves.

If the examiner considers your clothing as being unacceptable to allow the test to continue, he/she may allow you some time to meet the minimum clothing requirements following which if the requirements cannot be met your test will not be conducted.

### **Test of instructional ability (Part 3)**

These tests are carried out at three of the Agency's test centres - Craigavon, Londonderry (Newbuildings) and Mallusk. The tests are conducted Monday to Friday.

The object of the test is to assess the quality and effectiveness of your instruction and your ability to pass on your knowledge to your pupils.

The test lasts approximately one hour, during which time you will be asked to demonstrate your knowledge and ability by giving practical riding instruction to the examiner who will play the role of a pupil at different stages in their development.



## 2. Examination Process



The examiner will outline the ability level of the pupil they are intending to portray. This will be one of three:

- Beginner / Novice Rider; or
- Partly Trained Rider; or
- Trained Rider.

The examiner will also confirm the topic for the lesson and everything you need to know in order to deliver the 'Pre-Set Test' (PST) effectively. The topics for the test will be chosen by the examiner from one of the following PSTs and this will form the basis for your instruction:

<b>Pre-Set Test</b>	<b>Pupil Level</b>	<b>Test Content</b>
PST No. 1	Beginner/Novice Rider	Element A & B of CBT (Off-Road)
PST No. 2	Beginner/Novice Rider	Element C & D of CBT (Off-Road)
PST No. 3	Partly Trained Rider	Approaching Junctions to Turn Left or Right (Major to Minor) (On-Road)
PST No. 4	Partly Trained Rider or Trained Rider	Emerging at 'T' Junctions or Roundabouts (On-Road)
PST No. 5	Partly Trained Rider or Trained Rider	Bends, Corners, Positioning, Hesitancy and Progress (On-Road)
PST No. 6	Trained Rider	Meet, Cross and Overtake other Traffic (including Filtering), Separation Distance, Adequate Clearance and Anticipation (On-Road)

(Copies of the PST Reports (AMI 22/PST) can be found at:  
[www.nidirect.gov.uk/motoring](http://www.nidirect.gov.uk/motoring))

The examiner will confirm which of the combinations s/he wants you to cover.

## 2. Examination Process



Some of the PST's are made up from a combination of topics and others cover one main subject. Some of the possible combinations are as follows:

<b>Pre-Set Test</b>	<b>Pupil Level</b>	<b>Test Content</b>
PST No. 1	CBT elements A & B	Theory and Practical
PST No. 2	CBT elements C & D	Theory and Practical
PST No. 3	Approaching Junctions to Turn	Left and Right (Major to Minor)
PST No. 4	Emerging at -	'T' Junctions Or Roundabouts
PST No. 5	(See 'Possible Combinations')	Bends & Corners Or Positioning, Hesitancy &
PST No. 6	Meet, Cross, Overtake other Traffic (including Filtering), Separation Distance & Anticipation	A combination of any two topics plus Anticipation

It is essential that you understand what it is you are being asked to do during the test. You should listen carefully when the examiner explains the level of pupil s/he is about to portray and the PST you have been given. If you don't understand, say so and the examiner will repeat his/her explanation.

Remember during the exercises the examiner is role-playing the part of a pupil. You need to forget that s/he is really an experienced rider. Once the test starts the examiner will remain in character in order to maintain, as far as possible, an air of reality. This is to help you forget s/he is an examiner. However, there may be times that s/he has to come out of role to clarify instructions or for road safety reasons.

The instruction you give should be tailored to the time available (i.e. approximately 60 minutes) and to the standard of the pupil being portrayed by the examiner.

You will probably find it helpful to establish the depth of knowledge of the pupil s/he is portraying, by asking questions and observing the pupil's performance as you would with a real pupil you had not taught before. You should remember that asking how many lessons a pupil has had previously does not establish their ability.

Pupils learn more effectively by information that is presented pictorially. This test is no different. It is acceptable for you to use lesson plans and training aids and you may refer to brief notes or subject headings. You should not read at length, word for word from notes or books.

The pupil must be given a chance to demonstrate what has been taught, and any faults must be corrected.

You should note that riding is a practical skill so you should limit the amount of stationary instruction including briefings that you give. Obtaining the correct balance between theory and practice is an area the examiner will be assessing. You should also be prepared for the pupil to ask questions.

In assessing your performance, the examiner will take into account:

- the method, clarity, adequacy and correctness of instruction given;
- your observation, analysis and correction of faults committed by the pupil;
- your control of the lesson, including your road positioning when riding and proximity to the pupil both off-road and on-road in order to keep you both safe and identify faults; and
- your general manner.

You will be expected to maintain control of the lesson, be patient and tactful and give encouragement to the pupil at all times.

Previous experience from the ADI register has highlighted a number of reasons for failing the test, the most common are:

- too long a briefing or one which is muddled or repetitive;
- expecting too high a standard from the pupil in the beginner/novice or partly trained stage;
- not instructing at a level appropriate to your pupils needs (over or under instructing);
- an inability to recommence instruction at a different point or to go back and explain it again;
- failure to detect faults;
- treating a pupil as a novice or partly trained in the trained stage;
- an inability to adjust the content level of the lesson to match the pupils knowledge;
- demoralising the pupil, e.g. “The examiner will fail you if you do that on a test”;  
and
- failure to consolidate on remedial instruction by ensuring it is carried out.

Once you have completed the test you will be sent a letter, informing you of your result. We will endeavour to have this issued within five working days of the test.



### PST content

The content of each PST is set out below. You should remember that these bullet points form the basis of the examiners assessment. The detail, accuracy, structure and terminology used, all form part of the assessment so listen carefully to what the examiner is asking you to do. You will be asked to cover some or all of the tasks/ subjects listed.

#### • **PST No. 1 CBT Module 1 Element A & B (Off-Road)** - **Beginner/Novice Rider**

##### Element A

- Course aims;
- Rider attitude;
- Legal requirements including the Highway Code;
- Equipment, clothing, protection and conspicuity; and
- Eyesight.

##### Element B

- Hand controls;
- Foot controls;
- Instruments;
- Machine Checks;
- Use of stands;
- Mounting/dismounting;
- Riding position;
- Wheeling left/right;
- Balance;
- Stopping/use of front brake; and
- Starting/stopping engine.

#### • **PST No. 2 CBT Module 2 Element C & D (Off-Road)** - **Beginner/Novice Rider**

##### Element C

- Briefing;
- Riding in a straight line;
- Riding slowly;
- Controlled stop;
- Use of brakes;
- Gear changing;
- Figure of eight;
- Simulated bends;
- Emergency stop;
- Hazard avoidance;
- Rear observation;
- Simulated junctions; and
- U turn.



### Element D

- Attitude to riding;
- Conspicuity;
- Legal requirements;
- Vulnerability;
- Hazard perception;
- Anticipation;
- Use of rear observation;
- Riding at the correct speed;
- Road position;
- Separation distance;
- Drug and alcohol use;
- Passengers and loads;
- Weather conditions;
- Road surfaces;
- Bends;
- Roundabouts;
- One way systems;
- Controlled junctions;
- Dual carriageways;
- Overtaking;
- Filtering in traffic;
- Incidents and first aid; and
- Eco-safe riding.

### • **PST No. 3 Exercise PT 1 Approaching Junctions to Turn Left or Right (Major to Minor) (On-Road)** - **Partly Trained Rider**

- Briefing;
- OSM/PSL;
- Observation;
- Signals;
- Brakes;
- Too fast on approach;
- Too slow on approach;
- Position;
- Pedestrians;
- Crossing traffic; and
- Cutting corners.

### • **PST No. 4 Exercise PT 2 & T 1 Emerging at 'T' Junctions or Roundabouts (On-Road)** - **Partly Trained Rider or Trained Rider**

- Briefing/ Establish prior knowledge;
- OSM/PSL;
- Speed;
- Observation;
- Emerging;
- Position ahead;
- Position left;
- Position right; and
- Other road users.



- **PST No. 5 Exercise PT 3 & T 2 Bends, Corners, Positioning, Hesitancy and Progress (On-Road)**

- **Partly Trained Rider or Trained Rider**

- Briefing / Establish prior knowledge;
- OSM/PSL;
- Progress too fast;
- Progress too slow;
- Hesitancy;
- Left hand bends ;
- Right hand bends;
- Planning;
- Use of controls;
- Normal riding position;
- Lane discipline;
- Obstructions; and
- Other road users.

- **PST No. 6 Exercise T 3 Meet, Cross and Overtake other Traffic (including Filtering), Separation Distance, Adequate Clearance and Anticipation (On-Road)**

- **Trained Rider**

- Establish prior knowledge;
- OSM/PSL;
- Meet approaching traffic;
- Cross approaching traffic;
- Overtake other traffic;
- Filtering;
- Separation distance;
- Adequate clearance;
- Anticipation of pedestrians;
- Anticipation of cyclists; and
- Anticipation of drivers/riders.

### ***Preparation for the test of instructional ability***

As previously stated you need to be well prepared for this part of the qualifying process. The following section outlines the main areas you will be assessed on and offers guidance on how best to prepare.

### ***Core competencies***

There are three core competencies that form the basis of good instruction. They are:

- Fault Identification;
- Fault Analysis; and
- Remedial Action.

Maximum benefit can be obtained by anticipating a pupil's actions and dealing with them positively in advance.



You must correctly identify, analyse and remedy weaknesses to improve a pupil's riding skills.

### • **Fault Identification**

The examiner will assess your ability to identify and prioritise weaknesses in the pupil's performance.

For example, you ask the pupil to pull up on the left just past the next lamp-post.

If the procedure is observed to be carried out correctly, there is no fault. However, if the sequence is wrong, incorrectly timed or there is an omission in procedure, then the pupil needs to be told. If they are not told that a fault has occurred, the examiner would assess it accordingly.

### • **Fault Analysis**

Faults in either procedure or control which have been identified and brought to the pupil's attention should be analysed as to why they have occurred and what might have happened because of their actions.

For example, your pupil when making a left turn from a major into a minor road crosses the centre line of the minor road.

There are several reasons why this could happen, such as the pupil:

- being too wide from the kerb on the approach;
- turning to the left too late;
- approaching the turn too fast; and
- poor clutch control.

It's up to you as a potential motorcycle instructor to correctly analyse the cause and explain what went wrong.

### • **Remedial Action**

Having identified and analysed the fault, the pupil will now need to know how to avoid repeating it – the remedy.

This should be given at the earliest opportunity. You should explain how the fault can be corrected. Your explanation should be concise and fully understood. Following the explanation, you should consolidate the theory with practice.



Try to avoid leaving it for any length of time, as in reality, it is unlikely that you would be able to rely on the pupil's memory of events. Late or retrospective instruction is of little value. The pupil should not be expected to have the detailed recall of an experienced rider.

### ***Instructional techniques***

These are the tools available to structure the lesson and ensure there is an opportunity for learning to take place.

This section is broken down into seven subject headings:

- Level of instruction;
- Planning;
- Control of lesson;
- Communication;
- Question and answer techniques;
- Feedback / encouragement; and
- Instructor's use of controls.

#### • ***Level of instruction***

This relates to the match (or lack of it) between the level of your instruction and the level of ability of the pupil described and portrayed by the examiner.

You will need to judge effectively, from the instruction and the pupils riding technique, at what level you should be instructing. For the levels to be well matched, you will need to build on the strengths and focus on areas which need further development. The lesson should be adjusted accordingly, concentrating on the pupil's needs.

The pupil's level of ability will dictate the level of instruction.

The skill in successfully matching these levels is knowing when to instruct and when to keep quiet. It is likely, in the novice and partly trained stages, or if the lesson is dealing with a new subject that you will initially need to talk the pupil through each stage.

When teaching a new skill using the 'talk through' method, it is important that the instruction is correct, concise and is given at the right level so that success is achieved at the first attempt.





When using this method, allow enough time for the pupil to interpret and carry out your instructions.

You should adjust the level and amount of instruction to suit the needs and ability of the pupil. If a fault remains evident despite attempts to correct it, you may need to consider adapting your method of instruction to suit the pupil's level of ability and understanding.

Detailed instruction should decrease as the pupil's level of ability increases. There are several reasons why the level of instruction may not match the ability of the pupil. The two most common are:

- 1 over-instruction; and
- 2 under-instruction.

### ***Over-instruction***

If you never stop talking and telling the pupil what to do and how to do it, you will find it difficult to assess:

- what they are thinking;
- their progress; and
- the effectiveness of your instruction.

You must display the ability to transfer responsibility for problem-solving and decision-making to the pupil at the appropriate time.

This will help you identify what the pupil already knows and, more importantly, what they need to know. It will also create the opportunity for you to assess the effectiveness of your instruction and the pupil's progress.

Examples of over-instruction would be if you were constantly telling a pupil in the 'trained stage' how to recognise the clutch 'biting point', when to change gear, how to brake etc. Instruction given at an elementary level when the pupil was at a higher level would be assessed as a mismatch against the pupil's level of ability and marked as 'unsatisfactory'.

### ***Under-instruction***

This means instruction or guidance was needed but was not given or was inadequate. Allowing novice or partly trained pupils to struggle through situations with little or no guidance is not good instruction and, in reality, could be dangerous.

Saying little and/or just listing faults and then pulling up at the side of the road to discuss them is of little value and would be assessed as retrospective instruction.

Identifying faults but failing to give analysis and/or remedial guidance, are other prime examples. Likewise if the analysis and/or remedial guidance were incomplete, it would be of little value and marked as 'unsatisfactory'.

For example, if the pupil steered onto the wrong side of the road when making a left turn, you should:

- inform the pupil that the fault has occurred;
- look at the reasons for it happening; and
- give correct guidance to prevent it being repeated.

If there is a short-fall in any one or more of these aspects, you have under-instructed and will be assessed accordingly.

### • ***Planning***

The lesson should be structured and presented in an orderly manner following a clear and logical pattern. Account should be taken of the complexity of the subject(s) to be covered. You should consider the allocation of time between theory and practice.

Briefings should be brief. Try to avoid too much stationary instruction as, realistically, there is only so much verbal information a pupil can take in and understand at any one time. The lesson and your teaching methods should be linked to the pupil's ability.

Any visual aids, diagrams or reference material should, where possible, be prepared and close to hand ready to use. Avoid reading out sections of text, as this casts doubt on your knowledge of the subject matter and also limits pupil involvement.

***Remember: failing to plan is planning to fail.***

- **Control of the lesson**

It's important that you relate control of the lesson to the characteristics and riding technique of the pupil the examiner has described. You must be able to anticipate the unexpected and be aware of what is going on around the pupil's motorcycle.

The examiner will assess your awareness and perception of any changes that are going on around the pupil's motorcycle. You must demonstrate the ability to anticipate and take appropriate action to deal with any potential errors or dangers. This should include the ability to prioritise in different situations, particularly approaching and/or dealing with various hazards.

The timing of your instruction is important and should be linked to pupil ability. Intervening too soon will prevent you from knowing whether or not the pupil was going to react and in what way. If you leave it too late, your instruction may have to be hurried and become confusing. In reality this might result in a dangerous situation.

***Remember: the ability to prioritise is essential.***

Here is a scenario.

*The pupil passes closer than necessary to a parked vehicle. Whilst correcting this fault, your pupil is approaching on-coming traffic in a narrowing section of road. There is only enough room for one vehicle at a time to go through safely. The pupil is now heading towards a non-existent gap and time is running out.*

It should be obvious that the priority in this scenario is 'meeting approaching traffic' and it should be treated as such. If you continue to instruct on how to pass stationary vehicles safely and ignore the approaching hazard, you are not dealing with the priority at that time.

Having identified potential hazards, you will need to judge the pupil's awareness of these same hazards and establish how they are intending to deal with them.

- **Communication**

Good two-way communication is important if learning is to take place. Your delivery of instruction and correction should be fluent and easy to understand, using simple language. Avoid unnecessary use of jargon, and if it does become necessary, make sure the pupil has understood.



When you are communicating to the pupil and they respond by asking questions, this may indicate a lack of understanding of what is being said. Be prepared to adapt and make adjustments to your style if you think that the pupil does not understand you.

Directions should be given clearly and at the appropriate time. Avoid ambiguity or misunderstanding. The examiner's directions on route will be given in time for you to think before repeating them back. This creates the opportunity for the examiner to assess your ability to time and deliver directions.

### • ***The 'Question and Answer' (Q and A) Technique***

The power of effective questioning as an aid to learning is sometimes overlooked. Basically there are four reasons for asking questions:

- to motivate a pupil by gaining their interest and attention;
- to promote mental activity;
- to involve the pupil as a partner in the instructional process; and
- to establish a starting point and confirm the pupil's understanding and recall of what they have learned, i.e., what they already know and what they need to know.

Instruction is a two way process where the instructor may, at times, become the recipient of a question. Any questions or queries raised by the pupil should be fully and correctly answered.

The pupil should be encouraged to ask questions or raise queries whenever they feel it is necessary.

When considering the use of Q and A, you should:

- be able to judge whether the questions are appropriate in relation to the lesson;
- balance the weight and complexity of the question to match the ability of the pupil;
- be sure that the questions are testing and/or thought provoking; and
- be sure you use the questions effectively to
  - recap on a lesson
  - prompt the pupil
  - establish their knowledge
  - encourage pupil participation.

## 2. Examination Process



Make sure you allow the pupil time to respond. Avoid questions about situations that occurred sometime previously. This may be assessed as retrospective instruction which usually is of little value to the pupil.

### Types of question to be considered

There are two types of question most frequently used; these are – ‘open’ and ‘closed.’

#### *Closed questions*

These are of limited value and can usually be answered with a single word. There are two types of closed questions. Those that:

- can be answered with either a ‘yes’ or a ‘no’, such as
  - Can you ride a motorcycle?
  - Is this your motorcycle?
- ask for a specific piece of information, such as
  - Where do you work?
  - How many lessons have you had?

Asking questions that only require a ‘yes’ or ‘no’ or one word answer is unlikely to establish what the pupil is thinking or understands. Questions that ask for a specific piece of information are little more than a test of memory. Closed questions contribute little to the learning process.

#### *Open questions*

These types of questions can be searching, thought provoking and challenging. They do not limit the content of an answer.

To benefit both you, and the pupil, questions are of more value if they are formulated around the words ‘what’, ‘why’, ‘how’, ‘where’, ‘when’ and ‘who.’

**‘What’** are the dangers of following too close to the vehicle in front?

**‘Why’** should you apply, as a minimum, the ‘two second rule’?

**‘How’** do you apply the ‘two second rule’ when following behind other traffic?

**‘Where’** should you be looking to identify other potential dangers when following in traffic?



**‘When’** would you consider doubling the ‘two second rule’?

**‘Who’** else may affect your decision to increase separation distance?

These examples show how you can use the words, and are **not a definitive method of how to deal with separation distance**.

Two types of questions you should generally avoid using are:

- trick questions; and
- elliptical questions.

Trick questions usually show off the knowledge of the instructor and are of no value to the pupil.

Elliptical questions are those in which the pupil is meant to fill in the missing word(s). They can take the form of incomplete sentences. For example

Before you give a signal you should check the -----?

This type of question is also of little use. It encourages single word replies and is more like a guessing game.

The Q and A technique, as with other instructional techniques, should be used when it is the most appropriate method of dealing with a problem and will enhance the pupil’s learning skills.

Overloading the pupil with a flood of questions is not good instruction. In reality, it can be very tiring and distracting, and sometimes demoralising, particularly if they cannot answer the questions correctly.

### • ***Feedback and encouragement***

These techniques can be very valuable instructional tools. The examiner will assess your ability to provide feedback and give encouragement during the test. Giving praise and encouragement can be a good confidence booster.

It’s important to keep the pupil updated on their level of achievement. This will provide them with a realistic measure of how they are progressing and keep them motivated. Gaining feedback from the pupil is just as important as giving it. A good instructor will be able to recognise uncertainties or insecurities in the pupil through:

- body language;
- facial expressions, including eye contact when giving face to face instruction; and
- the spoken word.

## 2. Examination Process



You should respond with appropriate advice and guidance. Avoid ambiguous or confusing feedback.

It's important to gain information from the pupil about how they think they are progressing. This will help you decide whether or not you need to adjust your level of instruction. Feedback from the pupil could come in the form of questions, which you should promote.

For example, if the pupil asks 'Do I have priority at the next junction?' you need to establish why the pupil is uncertain. If you just answer 'yes' or 'no', the only learning that will take place is that the pupil will now know that:

- at that particular junction;
- when approaching it from that particular direction; and
- they either have, or have not, got priority; they need to know and understand why.

In the novice or partly trained stage, praise and encouragement may prove effective for the most basic of achievements. However, in the trained stage, praise for similar levels of basic achievement might be considered inappropriate and patronising.

When giving praise, it should reflect the true performance level achieved and/or displayed. To say something was 'well done' or 'excellent' when in fact it was only satisfactory is not a true reflection.

Use simple and appropriate language; the use of superlatives, in most instances, exaggerates the true level of achievement and/or performance.

Avoid using words or phrases such as 'mega', 'fantastic', 'brilliant', 'absolutely splendid', etc.

### • ***Instructor use of controls***

During the early stages of learning for example in element B, you should be in a position to intervene if a serious loss of control takes place when the pupil is practicing clutch control when moving off.

If it becomes necessary for the instructor to use any of the controls the pupil should be told why and how to avoid a similar incident happening again.

It's important to ensure that the level of instruction matches the needs of the pupil to avoid unnecessary use of the controls.

It's far more effective to react early by giving verbal instruction, than suddenly grabbing the handlebars. A direct link can be made between the subject terms, 'Instructor's use of controls' and 'Control of the lesson.' There should be little need for the instructor to use the controls or take physical action if the lesson is under control.

Conversely, if the instructor is controlling the lesson by using the controls, what is the pupil being taught?

### ***Instructor characteristics***

- ***Attitude and approach to the pupil***

It's vitally important that you create a friendly learning environment if you are to get the best from your pupil. You should have the ability to recognise the type of person you are teaching and adjust your approach accordingly.

Patience and tact should be applied at all times. If the pupil does not get it right the first time, be prepared to repeat the information/instruction, or look for the next opportunity to deal with that topic again.

There should be no need for any physical contact other than shaking hands during introduction. Physical action can be misconstrued and is often resented. Clear instruction will alleviate any need for it.

You should be your usual self and instruct in the way you would normally. If you attempt to be someone you are not, or change your normal method of instruction, you may find it difficult to sustain for an hour and lose your concentration – **be yourself and have less to think about.**

### ***Fitting and using the radio equipment***

Due to the nature of the test you are required to give instruction to the examiner via radio equipment whilst riding on the road. The examiner also needs to communicate with you. To achieve this two way radios will be used. You should ensure that you are fully conversant with the use of radio equipment including a 'Push to Talk' (PTT) switch, as this forms an integral part of the test.

The examiner will supply you with an Agency radio for use during the test and s/he will fit the PTT switch to your motorcycle and supply you with a microphone and connection harness. The examiner will also briefly explain how the radios operate and carry out a quick test of the equipment to ensure it is operating correctly.



If the use of your own radio equipment is unavoidable (which must be hands free), the examiner will check to see if the Agency radio's can be tuned to your frequency. If this cannot be done quickly or the radio reception is unsatisfactory you must use the Agency's equipment. If you are not willing to do so, the test will not proceed.

If during the test the radio equipment becomes inoperable, the test will be abandoned and a new appointment arranged. You will need to contact BSU on 0289 054 7967 to arrange a suitable time and date.

### ***PST marking sheet (AMI 22/PST)***

The marking sheet is divided up into two main columns - Column A and B. Column A outlines the content of the PST and the areas where the examiner will focus his/her fault simulation. Column B outlines the 'Core Competencies', the 'Instructional Techniques' and the 'Instructor Characteristics'. The examiner will use this column to assess your performance in all of these areas against the subjects listed in column A.

In particular, the examiner will assess your ability under the three main headings within the core competencies – Identification of faults, Fault analysis and Remedial action.

To pass the test you must achieve a minimum of grade 4. Any grade below that (1, 2 or 3) will result in a fail. The examiner marks each aspect of your performance in column A and B with a single diagonal line in the appropriate boxes.

There are positive links between columns A and B and also between the various instructional techniques, in the overall assessment and grading.

The following is an example of how these markings may be interlinked.

If your 'fault identification' was weak throughout the test, this would result in:

- a 'not covered' or 'unsatisfactory' mark in one or more of the subjects listed in column A;
- an unsatisfactory rating in the 'Identification of faults' section in column B (1, 2 or 3 depending on the severity of the weakness); and
- aspects of 'Instructional techniques' in column B being rated at an unsatisfactory level (1, 2 or 3 depending on the severity of the weakness).

For those PST's that cover elements of CBT (PST 1 & 2), the level of instruction demonstrated in the theoretical element and the practical element are combined to make an overall assessment.

### ***Criteria for grading***

The current grading structure and definitions of the grades are set out below. This information is also included on the back of the PST report form (AMI22/PST).

- Grade 6 - Overall performance to a very high standard with no significant instructional weakness;
- Grade 5 - A good overall standard of instruction with some minor weakness in instructional technique;
- Grade 4 - A competent overall performance with some minor deficiencies in instructional technique;
- Grade 3 - An inadequate overall performance with some deficiencies in instructional technique;
- Grade 2 - A poor overall performance with numerous deficiencies in instructional technique; and
- Grade 1 - Overall standard of instruction extremely poor or dangerous with incorrect or even dangerous instruction.

*(Copies of the marking sheets for the PSTs can be found at [www.nidirect.gov.uk/motoring](http://www.nidirect.gov.uk/motoring).)*

### ***End of test procedure (Part 3)***

Given the nature of the test, including its complexity and length, the examiner needs time to fully assess your performance. Once s/he has arrived at a decision, it will be posted out. The Agency has a target of having the result issued within five working days.

#### ***Pass procedure***

If you pass, the Agency will include in your result notification letter the appropriate paper work which must be completed and returned with the appropriate fee to Business Support Unit, DVA, Balmoral Road, Belfast, BT12 6QL, prior to registration.

Before your name can be entered onto the AMI Register, a further ANI check is carried out, so please make sure you complete the paperwork correctly and forward it as soon as possible to the Agency. Incomplete applications may result in a delay in processing your registration.

Once the procedures have been completed the Agency will issue you with an AMI number and a certificate of registration. This certificate, which comes in the form a plastic credit card, containing your photograph must be kept on your person while giving instruction. (See ***'Display of Certificates'*** on page 50)

### • **Fail procedure**

If you fail, the Agency will forward a new application along with your result notification letter. However, if it was your third attempt, you will have to wait until your two year period has expired before you start the qualifying process again.

### **Test supervision**

Occasionally the Examiner's Supervisor may wish to come along on the test as well. Don't worry – they will not be concerned with your performance but with the examiner's and will take no part in the conduct of the test.

### **Observer on test**

Examiners will ask you if you would like your trainer (or another observer - preferably the person who has taught you) to accompany your test on another motorcycle. This is purely your choice.

The benefit to you is that your trainer has witnessed the test first hand and can then develop your areas of weakness during future training. If you pass, your trainer can give feedback about what they can do to further improve your instructional ability, for example agreeing to an individually tailored post-test development plan.

If you decide not to take an observer on test you are potentially missing out on maximising your trainer's expertise. It is also a missed opportunity for trainers to monitor your performance in a test environment.

### **Test motorcycle**

You must provide a motorcycle for the test which is in a roadworthy condition and prove that it is MOT'd (if necessary). The motorcycle **MUST** be appropriately taxed and you will also be asked to sign an insurance declaration stating that your motorcycle is insured for the purposes of the test, with a minimum of 'Third Party' cover. Your motorcycle **MUST** fall within Category A2 or A and be capable of the normal performance of motorcycles of this type with manual transmission and an engine power out-put of at least 35 kW (46.6bhp).

Your motorcycle must be fitted with a stand; this can be a side or a centre stand. If it does not have a stand the test will not continue and you will lose your fee.

**Note:** *the instructional ability test cannot be conducted in any other format than 'Bike to Bike'. If you arrive for test in a car or van the test will not proceed and you will lose your fee.*

DVA cannot accept responsibility for risks not covered by insurance, including the loss of any no-claims bonus or the cost of repairing any minor damage. If your motorcycle or your insurance does not meet with these requirements, the test will not be allowed to continue.

### ***Examiner's motorcycle***

The Agency provides the examiner with a suitable bike to conduct the test. This motorcycle may fall within any of the three motorcycle categories – A1, A2 or A. It will be fitted with radio equipment that will allow him/her to communicate effectively and clearly throughout the test.

**Note:** *information on the use of radios is contained on page 41.*

### ***Documents to be produced for test***

The following documents **MUST** be produced at the start of the test:

- your appointment letter;
- vehicle registration document (Tax Book V5C(NI));
- a valid MOT certificate (if necessary);
- a valid full Northern Ireland (both parts) or Great Britain driving licence for the category of machine on which you are being tested; and
- if your driving licence was issued outside Northern Ireland and does not contain your photograph you will be required to produce additional photographic evidence of identity.

The examiner needs to confirm the power output of the machine used for test. This information is usually noted in the vehicle registration book (V5C (NI)). However some older versions of the V5C (NI) may not state the power output of the test motorcycle. If it is not available the examiner may find the information on the VIN plate on the motorcycle if one is available or in the owner's manual or service book or manufacturer's information. If the power output cannot be determined the test will not proceed and you may lose your fee.

**Note:** *The above documents must be the originals and not photocopies.*

The alternative form of identity can take the form of:

- a current passport;
- a current cheque guarantee card or credit card bearing a photograph and signature of the person;
- an employer's identity card bearing a photograph and signature of the person;
- a trade union card bearing a photograph and signature of the person;
- a current electoral identity card issued by the Chief Electoral Officer for Northern Ireland and bearing a photograph and signature of the person; or
- a photograph of the person which has been endorsed with a certificate in the prescribed form signed by an acceptable person.



An “acceptable person” means:

- a Member of Parliament;
- a district council councillor;
- a Justice of the Peace;
- a minister of religion;
- a barrister;
- a solicitor;
- a teacher;
- a medical practitioner;
- a bank official; and
- an established civil servant or police officer.

“the prescribed form”, in relation to a certificate, means the following-

“I, [Name of acceptable person], certify that this is a true likeness of [Name of candidate], who has been known to me for [Number of Years] Years in my capacity as [Specify capacity].

Signed.....  
Date.....  
Business or profession.....  
Telephone Number.....

**Note:** *failure to produce one or more of these documents may result in the test not taking place.*

### ***Clothing requirements for test***

It is a legal requirement to wear a safety helmet when riding on the road with the exception of members of the Sikh religion who can wear a turban.

All helmets must comply with the British Standard (BS6658: 1985) and carry the BSI kitemark or the UNECE regulations 22.05.

DVA recommend that candidates wear appropriate protective clothing and fluorescent or reflective apparel, throughout the duration of the test.

The following is an indication of the minimum level of clothing acceptable to DVA:

- motorcycle boots;
- sturdy footwear or boots that provide support and ankle protection;
- textile or leather motorcycle trousers;

- heavy denim trousers;
- heavy denim jacket with several layers underneath;
- textile or leather motorcycle jacket; and
- motorcycle gloves.

The following are examples of clothing that are not acceptable to DVA:

- lightweight training shoes;
- plimsolls or canvas basket ball trainers;
- any form of clothing with areas of exposed skin;
- shell suit or lightweight tracksuit;
- distressed ripped jeans;
- lightweight fleece or hoody; and
- no gloves or skiing gloves.

If the examiner considers your clothing as being unacceptable to allow the test to continue, he/she may allow you some time to meet the minimum clothing requirements following which if the requirements cannot be met your test will not be conducted.

Once you have successfully passed the qualifying examinations, you need to apply and pay the registration fee to have your name entered onto the Register of Approved Motorcycle Instructors (AMI). (Fees information is available online at [www.nidirect.gov.uk/motoring](http://www.nidirect.gov.uk/motoring) or via the fees information line on 0845 758 1416)

Passport sized photographs should be submitted with your application form. Further information on the size and quality of the photographs can be found online at: [www.gov.uk/photos-for-passports](http://www.gov.uk/photos-for-passports)

Photographs should be attached securely to the application form and forwarded to the Business Support Unit, DVA, Balmoral Road, Belfast, BT12 6QL for consideration. Only when the application has been accepted and a valid certificate of authority has been issued in your name, can you conduct AMI training.

We endeavour to process applications in as short a time as possible. AMIs can assist in this matter by ensuring that all parts of the form are completed accurately.

Common reasons for delay / return are:

- forms not being signed by the applicant;
- endorsement details not being included; and
- photographs not provided.



#### **Registration declaration**

When applying for registration, you will be required to sign a declaration to the effect that you will:

- comply with the AMI legislation;
- comply with DVA 'fit & proper person' criteria;
- notify the Registrar of any change of name, address or place of employment;
- notify the Registrar if convicted of any offence;
- return the certificate if your registration lapses or is revoked; and
- agree to undergo, when requested by the Registrar, a Check Test conducted by DVA staff.

**Note:** *the Registrar, under certain conditions, has the power to request a check test at **any time**, once your name is entered onto the register.*

You will then be sent an official Certificate of Registration which will have your name, photograph and official title. The Certificate is suitable for display on your person. You must have this with you at all times whilst giving paid instruction.

The Police and authorised officers within DVA may also ask you to produce your certificate. Failure to display your certificate while giving instruction is an offence which has a maximum fine of up to £1,000.

You must not give instruction for payment before you have received your AMI Certificate.

**Remember:** *if you wish to have your name entered onto the Register you must apply for registration within 12 months of passing the test of instructional ability (Part 3).*

Once this process has been completed and you are in receipt of your AMI certificate you are entitled to use the Official title - "Department of the Environment Approved Motorcycle Instructor" (DOE AMI). This title can be used for as long as your name remains on the Register. It is illegal for anyone to use this description unless they are entitled to do so.

Registration lasts for a period of four years as long as the AMI continues to comply with the eligibility criteria for the register. If you wish to continue your registration for a further four years you should renew your registration before the previous licence expires.

BSU will send out a renewal notice to your last known address a month before your registration expires. You must still satisfy the conditions of the AMI register and you must not have refused to undergo a check test nor have failed one.

If your registration lapses for a year or more from the expiry date, you must re-sit all three parts of the qualifying examinations again before you can be re-entered onto the AMI Register.

### ***AMI certificates***

If your certificate is lost, stolen, damaged or destroyed and you can satisfy us of this, we will issue you with a new certificate. This new certificate will invalidate the previous one, so if the original is found it must be returned to DVA to be cancelled. The fraudulent use of such a certificate is a serious offence.

If you change your address or personal details you must inform us promptly. This includes a change of home or work address or a change of name. If you don't, you may not receive your renewal notification or your check test appointment.

If you are convicted of any offence you must notify us immediately whether the offence is motoring or non-motoring. DVA will become aware of the conviction when a new ANI check on renewal of your certificate is carried out. Failure to disclose the information could affect the Registrar's decision to renew your registration.

### ***Display of certificates***

An AMI when delivering training **MUST** display their certificate. Failure to do so is an offence carrying a maximum fine of £1,000. This could also result in removal from the register.

To facilitate the display of the certificate the Agency will supply AMIs with a suitable holder on first registration.

### ***Removal of registration***

Your name can be removed from the register at **any time** if the Registrar is not satisfied that you still meet the conditions of registration or if you have failed, or refused to take a check test.

### ***Appeals process***

The Registrar will notify you of his/her intention to remove you from the register and you are entitled to make representation to him/her within a specified period.

If you are aggrieved by the Registrar's refusal of your application, removal of your name from the Register, or if your existing licence is revoked, you have the right of appeal to the Department.

On receiving the appeal, the Department may appoint a board to hold an enquiry into the matter and the Department will make their decision after considering the recommendations of the board. If the Registrar's decision is upheld you have a further right of appeal to the Magistrates Court.

Appeals are time bound depending on the circumstances. However, notification of time limits will be specified in correspondence to the individual.





### ***AMIs professionalism***

You have a professional responsibility to ensure that all your pupils are ready for the test when they take it. This means that they have been trained to a level of competence which will enable them to ride safely without your help.

You should be teaching your pupils to ride as a lifelong skill and not just to pass the test. The test is just a step in the learning process. You also have a responsibility to treat your pupils in a courteous, respectful manner appropriate to a teacher/ pupil relationship.

### ***Professional development***

There is currently no requirement for you to take more training in order to stay on the register. However, it would certainly be in your and your pupil's interests to keep your skills and competencies up-to-date. Riding conditions and the regulations concerning testing & licensing have changed so much in recent years and will continue to change. Keeping up-to-date will ensure that the information you are conveying to your pupils is accurate and within the law.

### ***Coaching***

Pupils often see instructors as the expert and the fountain of all knowledge relating to driving and whilst this is to be expected it can impact on the learning process. Pupils need to be encouraged to take a more proactive role as they are best placed to know how they learn. Encouraging them to do this, changes the dynamics between the instructor and the pupil, to one based on a partnership. This will lead to a more relaxed approach where the pupil is more likely to discuss any issues they may have.

It is recognised that one of the best ways to build up this type of relationship is through coaching. Equally, it must also be recognised that it is only one method available to instructors and you must not lose sight of the needs of your pupil. Ultimately, it is your responsibility to get the best out of your pupil. Coaching can help you achieve this, therefore it is important to know when and how to use it.

Coaching has been defined by the European HERMES project as a 'learner-centred method that engages body, mind and emotions to develop inner and outer awareness and responsibility with an equal relationship between the learner and coach'. These are all recognised as vital components in encouraging safe riding / driving.

Although this project focused on car instruction the principles and methodology are equally applicable to motorcycle instruction. We would therefore encourage instructors to consider developing their coaching skills to assist with the ever demanding role of assisting the development of safer riders.



You as an instructor have the responsibility to promote safe riding and whilst there are a number of ways to achieve this, you need to be fully versed in them all to be sure your pupils' needs are identified and addressed.

The following scenarios which were developed for the HERMES project and relate to car driving, but can be equally applied to motorcycle riding, highlight the affect that confidence including over-confidence and varying degrees of concentration have on a driver/rider's performance:

#### **SCENARIO 1 – Independent Driving**

##### **Main aim of scenario (learning objective)**

The learning objective of this scenario is to help the pupil to consider how they will continue to improve and develop as an independent driver/rider.

##### **Secondary aims of scenario**

This scenario should be strongly linked to self-assessment.

##### **Short summary of exercise**

The scenario aims to help the pupil to consider the impact that independent driving may have on them. In particular the scenario should focus on:

- building confidence without building overconfidence;
- the need to practise and develop skills over time;
- the identification of newly qualified drivers as an 'at risk group'; and
- how they can further develop and learn from their own experience using a variant of the GROW model (Whitmore 2006) (see Appendix 8).

##### **Detailed description of exercise and application of coaching techniques**

<b>Questions (Coach)</b>	<b>Typical replies (Pupil)</b>
In a few weeks you have your driving test and you will start to drive/ride on your own. Bearing that in mind could you name some of the most vulnerable road users groups?	Yes – the elderly, children, people with impaired sight and horse riders.
Thank you, could I ask you to consider another group please?	Yes.
What about inexperienced drivers/riders?	Yes – I suppose so.

### 3. AMI Registration



Questions (Coach)	Typical replies (Pupil)
Why do you think they would be classed as vulnerable road user?	Because they don't have a great deal of experience.
When you pass your driving test will you fall into this grouping?	Yes.
In what areas do you feel you are likely to be inexperienced?	Well... I suppose I am still learning even after I pass my test.
So you still feel you will be learning, what would be your goal say for the first six months of driving/riding?	Probably to drive/ride and not be involved in a collision.
You have said that the goal is to be collision free. What areas of your driving/riding or outside influences are risks to this goal, do you think?	Well there are lots really. My friends in the car/my friends on their motorcycle, not knowing the way to places...loads really.
Which risk do you feel is the biggest to you?	Well I am really quite worried about driving/riding to places I don't know.
What do you feel would be the best options for you to reduce this risk?	Well, practise the routes at times of the day when traffic is lighter, so I know which lane to be in and I suppose build upon my existing knowledge.
So you're saying that you want to practise the routes and build up gradually?	Yes, that's right.
When we looked at these issues did you notice I asked you a few questions, can you remember what they were?	Yes, you asked me what my goal was for the first 6 months, you then asked what the risks were, then some ideas about what I could do.
Did you find it useful to think like that?	Yes I did – it sort of made me think through the problem and look for solutions.
That process is called GROW and you can use it whenever you feel you need to, as it will help you to consider how best to improve?	OK.
Could we try another simple example please?	Yes.
Would you mind if I gave you one to consider?	No, not at all.

### 3. AMI Registration



Questions (Coach)	Typical replies (Pupil)
What about overconfidence? Do you feel that could be a danger?	Possibly.
What would your goal be regarding overconfidence?	Well not to be become overconfident.
What do you feel are the dangers of overconfidence?	Oh - you start to go faster, and I suppose you stop seeing the dangers.
Do you feel you are likely to become overconfident?	Possibly, but I am not sure.
When you started to drive/ride did 30 mph feel very fast to you?	Yes... really fast.
And now?	Slow.
Do you think that is because your confidence has grown?	Yes.
So do you feel overconfidence could be a danger as you gain experience?	Yes – looking at it like that.
What are your options to reduce these dangers?	I suppose to watch myself for signs of overconfidence.
What would these signs be?	Increased speeds, doing things I would not have done – like using a mobile phone/listen to music on my earphones.
And what do you feel you could do if you find yourself starting to become overconfident?	I am not sure... try to stop myself, remind myself that I have not been driving/riding very long.
Anything else, related to vulnerable road users?	Remind myself that I am a vulnerable road user.

#### Application in Rider Training

This scenario aims to provide the pupil with a module that will help them to self-coach after passing the driving test by using a variant of the GROW model. The GROW model could be introduced at any point in the pupil's development, but in this example it is presumed that this has not been done and the model is new to the pupil. One of the key learning outcomes for this scenario is that the pupil recognises that they are an 'at risk' road user when passing their driving test and need to actively consider the risks they face. This is particularly relevant when applying it to motorcycle and moped riders.



The scenario could be delivered as part of a wider group-based exercise but the maximum benefit will be achieved if delivered as an individual session as this allows the session to be tailored to the individual pupil.

#### **SCENARIO 2 - Concentration**

##### **Main aim of scenario (learning objective)**

The learning objective of this scenario is to develop the pupil's understanding of the importance of concentration.

##### **Secondary aims of scenario**

There are no secondary aims for this scenario.

##### **Short summary of exercise**

Collisions involving young drivers/riders frequently occur at night, on rural roads, with passengers and single vehicle involvement. It is likely that a mix of fatigue, inexperience, the goals of the trip and personality will all play a part in this increased crash risk. Concentration is a major issue amongst drivers/riders as a whole, but young novice drivers/riders in particular. One factor associated with this is automation of task. Novice drivers/riders are not as automated as an experienced driver/rider so they have to concentrate more and therefore can ill afford to lose concentration. This scenario aims to increase the driver's/rider's awareness of what factors that can affect concentration and the associated dangers. It also aims to develop the driver's/rider's awareness of circumstances when their concentration may be affected.

##### **Detailed description of exercise and application of coaching techniques**

Nearing the end of a lesson, as the pupil becomes a little fatigued, the coach should ask the pupil to stop and ask them how they felt the drive/ride had gone. The coach should then use a similar approach as outlined in the question table below.

<b>Questions (Coach)</b>	<b>Typical replies (Pupil)</b>
How did you feel about that drive/ride?	I felt good.
Why did you feel good about it?	Well...I think I did quite well.
On a scale of 1 to 10 do you feel driving/riding is a simple or complex task? 1 would be simple and 10 would be very complex?	I would probably give it a 7.
So quite complex then?	Yes.

### 3. AMI Registration



Questions (Coach)	Typical replies (Pupil)
Would you mind if we tried a test please?	No - not at all.
Thank you – I would like you to count backwards from a 100 and I will ask you some questions as you do so?	OK 100, 99 98...
What is your full name?	Ian Samuel Smith.
Where do you live?	Belfast 97, 96,
Add 7 to 12?	19. Er, I have lost count!
OK, not a problem, why could you not complete the task of counting backwards?	Because you were distracting me.
Did that distraction make it difficult for you to concentrate, do you think?	Yes, it was hard to keep focused on the counting.
If I had asked you to count forwards would it have been easier?	Yes – much, as I am more familiar with the sequence.
So, are you saying that counting backwards is a little strange and not as simple, as it is a bit different?	Yes.
So what about driving/riding then, compared to the task you have just completed, do you feel driving/riding is more or less complex?	More complex.
What do you see as the possible dangers of losing concentration whilst driving/riding?	Well you could crash.
What things do you feel may distract you from concentrating on driving/riding fully?	People in the car, radio, phones that sort of thing.
Are there any times of the day when you feel you may be most likely to lose concentration?	At night when you are tired.

The scenario can then be further developed to look at individual distracters and to develop individual coping strategies, and this may be best done on a later session. The key learning point for this session is that the pupil recognises that driving is a complex task and any loss of concentration is dangerous.

### Application in rider training

This is a simple scenario that can easily be used. The simple exercise included in the scenario is fun to do and requires no props. The scenario is probably best delivered once a pupil has reached a reasonable level of riding competence as this will help them to better understand the mental workload needed to ride safely.

Other examples of coaching can be found on the CIECA website, [www.cieca.be](http://www.cieca.be) in the projects and studies section. Copies of the HERMES project can be downloaded from the following link: [http://ec.europa.eu/transport/road\\_safety/pdf/projects/hermes\\_final\\_report\\_en.pdf](http://ec.europa.eu/transport/road_safety/pdf/projects/hermes_final_report_en.pdf)

### AMI Check Test

The 'Test of continued ability and fitness to give instruction' or 'Check test' is contained within The Road Traffic (Northern Ireland) Order 2007 and the Motor Vehicles (Driving Instruction) Regulations (Northern Ireland) 2010. These regulations state that an AMI's continued registration is subject to the condition that they undergo a check test at any time when required to do so by the Registrar.

Its purpose is to assess your continued ability and fitness to give instruction and where necessary to offer feedback on your performance which will enable you to further develop your skills. Providing you are successful, this process will be repeated every four years if you wish to remain on the register.

AMIs may be subject to a check test during the first 12 months of their initial registration. This check test, known as an 'Educational Visit', will follow the normal check test criteria and assessment guidelines but the result will not necessarily impact on the AMIs position on the register.

You must not use a current AMI as a pupil. As with the Part 2 & 3 tests, the examiner's supervisor may be present during your check test.

**Note:** *information on the assessment criteria is covered later in this section.*

### Check test appointment

Your check test invitation contains a tear-off acknowledgement slip which you are asked to complete and return to Business Support Unit, DVA, Balmoral Road, Belfast, BT12 6QL.

If you cannot attend for your check test you should notify BSU as soon as possible and they will cancel your appointment and issue you with another. If you do not attend and fail to notify DVA or continue to fail to attend this could result in your name being removed from the register.

### Check test structure

Past experience from the ADI register, suggests that instructors can be unnerved by the check test but there is no need to be. You should look positively at the test as it provides you with an opportunity to have your instructional ability re-assessed, and where necessary, receive feedback which will help you to become a more effective instructor.

The examiner will follow you on an Agency motorcycle while you conduct a normal lesson. An assessment, similar to that of the AMI test of instructional ability (Part 3), will be made on your overall performance during a 60 minute lesson. At the conclusion of the check test the examiner will debrief you on your performance and issue you with a copy of the check test report (AMI 26CT).

During the debrief the examiner will give you constructive guidance on how you can build on your current level of instruction and offer help and advise if your level is below the standard required. You can also use this opportunity to discuss any instructional or test issues you might have.

Your overall instructional ability is assessed and graded according to the standards laid down by DVA, Grade 1 being the lowest and Grade 6 the highest. Grades 1 to 3 indicates an unsatisfactory performance and grades 4 to 6 indicates a satisfactory performance.

**Note:** *if you do not have a pupil at the time of your check test appointment, you may give instruction to a full licence holder, but the level of instruction should be equal to their ability.*

### Check test frequency

The frequency of a check test is largely based on the grade you receive at the end of your check test. If you received a Grade 4, 5 or 6, which is seen as satisfactory, you will be called for your next check test in approximately four years.

However, if you are graded lower (1, 2 or 3) your next check test appointment will be based on the grade you receive. A Grade 1, which signifies that your instruction was either extremely poor or dangerous, will be seen again urgently. A Grade 2 which signifies a poor overall performance will result in you being seen again within two months and a Grade 3, which signifies an inadequate overall performance, will be seen again within three months.

The Agency operates a policy whereby if you are not able to achieve a satisfactory standard (Grade 4, 5 or 6) following three consecutive check tests, a recommendation will be made for your name to be removed from the Register.





#### **Check test form (AMI 26CT)**

The check test form (AMI 26CT) will identify the strengths in your instruction and highlight those areas which you need to improve upon. The form is divided into two columns – A & B. Column A lists the areas where instruction could potentially be given. The examiner will indicate the main areas where your lesson focused by inserting an oblique stroke in one of the three columns labelled 1, 2 & 3. These indicate the standard of instruction witnessed in these areas. They are defined as:

- Column 1 – Subject not covered/incorrect or dangerous instruction;
- Column 2 – Subject covered unsatisfactorily; and
- Column 3 – Subject covered satisfactorily.

Column B reflects your performance in relation to the core competencies, the instructional techniques that you employed and your attitude and approach towards your pupil. Each of the headings are broken down into a six point rating scale, with six being the best and one the worst.

The majority of the marks placed within the 4, 5 & 6 columns does not necessarily reflect a high grade as some of the aspects marked in columns 1, 2 & 3 may have played a more significant part in the lesson and therefore have affected the overall grading.

#### **Criteria for grading**

The current grading structure and definitions of the grades are set out below:

- Grade 6 - Overall performance to a very high standard with no significant instructional weakness;
- Grade 5 - A good overall standard of instruction with some minor weakness in instructional technique;
- Grade 4 - A competent overall performance with some minor deficiencies in instructional technique;
- Grade 3 - An inadequate overall performance with some deficiencies in instructional technique;
- Grade 2 - A poor overall performance with numerous deficiencies in instructional technique; and
- Grade 1 - Overall standard of instruction extremely poor or dangerous with incorrect or even dangerous instruction.

The definition of the grades is also included on the back of the check test report form (AMI 26CT).



### AMI check test locations

Check tests can be carried out from any of the Agency's 17 driving test locations. A full list of the centre locations and telephone numbers is contained at Annex 2. The tests are conducted Monday to Friday.

### Presenting the AMI check test lesson

There are a number of conditions attached to the content of a check test lesson:

- the pupil must hold a valid CBT certificate and a valid provisional licence or be a full licence holder;
- the lesson must commence from one of the 17 test centre locations;
- the lesson must be appropriate to the level of experience and ability of the pupil; and
- the area used for instruction must be safe, convenient and legal.

In addition to the 60 minute check test lesson you need to be available for a further 30 minutes so the examiner can give you a debrief on your performance and offer you some help and advise, if necessary, on how you can improve and/or update your instructional techniques/skills.

You should be your usual self and instruct in the way you would normally. If you attempt to be someone you are not or change your normal method of instruction you may find it difficult to sustain for the whole of the lesson and you may lose your concentration – **be yourself and have less to think about.**

Preparation is important; make sure you know what is expected and how you are going to achieve it. Follow this basic lesson structure:

- recap on the previous lesson;
- establish prior knowledge/experience (question & answer);
- outline the lesson objective/s;
- give a briefing (if necessary);
- offer a demonstration (where appropriate);
- offer the appropriate level of instruction;
- identify, analyse and offer remedial action; and
- recap again at the end.



The examiners assessment criterion is similar to that used for the Part 3 qualifying examination. The criteria falls under three main headings:

- Core Competencies;
- Instructional Techniques; and
- Instructor Characteristics.

#### ***Core Competencies***

There are three core competencies that form the basis of good instruction:

- Fault identification;
- Fault analysis; and
- Remedial action.

#### ***Instructional Techniques***

There are ten areas of assessment:

- Recap at start;
- Aims/Objectives;
- Level of Instruction;
- Planning of Lesson;
- Control of Lesson;
- Communication;
- Q&A Technique;
- Feedback/Encouragement;
- Instructor's use of Controls; and
- Recap at End.

#### ***Instructor Characteristics***

- Attitude and Approach to Pupil.

All of these headings are covered in greater detail in two of the publications from the recommended reading list at Annex 1 – The Driving Instructors Handbook & Practical Teaching Skills for Driving Instructors.

Although these publications are primarily for driving instructors (ADIs) the assessment criteria, principles and teaching techniques which they cover, form the foundation for all types of motor vehicle instruction and as such should be applied when delivering motorcycle instruction.



### Introduction to CBT

Learner motorcycle and moped riders must successfully complete a course of Compulsory Basic Training (CBT) prior to riding on the public road unaccompanied. CBT can only be delivered by an Approved Motorcycle Instructor (AMI) who has been authorised by DVA to deliver the training.

CBT allows your pupils to safely learn:

- motorcycling theory;
- skills which will make them safe on the road; and
- the correct attitude.

To become a CBT instructor your name must first be entered onto the register of Approved Motorcycle Instructors (AMIs). An AMI does not have to provide CBT instruction but if they do they need to apply and complete the authorisation process. The process consists of:

- signing a declaration agreeing to all Agency procedures governing delivery of CBT;
- purchase at least one book of CBT certificates – 25 per book, £8.00 per certificate; and
- conform to the 'Conditions of Authority' to conduct CBT courses (Appendix 4).

*Note: the cost of CBT certificates will be subject to periodic review.*

### **Clothing requirements during CBT training**

It is a legal requirement to wear a safety helmet when riding on the road with the exception of members of the Sikh religion who can wear a turban.

All helmets must comply with the British Standard (BS6658: 1985) and carry the BSI kitemark or the UNECE regulations 22.05.

It is also a legal requirement for instructors and their pupils to wear fluorescent and/or reflective apparel, throughout the duration of CBT training.

DVA would encourage AMI's to apply, at the very minimum, the same Protective Clothing requirements for CBT and practical training as that applied to the practical tests.



### CBT Monitoring

DVA has a responsibility to monitor and regulate the standard of instruction given by AMI CBT instructors in delivering CBT courses. DVA must ensure that courses comply with the regulations and that the safety of the participating trainees/pupils is protected. To meet these responsibilities, DVA examiners and other authorised staff will attend and monitor/audit CBT courses.

These monitoring visits are key to ensuring uniformity of course content as well as training standards. These visits, which may be unannounced, will help to ensure that AMIs are fulfilling their obligations to members of the public. Monitoring visits may also include an audit of record keeping and CBT certificate security.

#### ***CBT training locations***

CBT monitoring visits can be carried out at a location of your choice with prior arrangement. However there may be times when the visits are unannounced. As this location forms part of the examiners assessment criteria, you **MUST** ensure that the environment is safe, convenient and legal and facilitates the lesson that is being taught.

#### ***Presenting the CBT monitoring training***

When presenting a CBT lesson you should follow the same structure as that used for an AMI check test. The examiner will assess your performance based on exactly the same criteria.

You should conduct the training in the normal way. Changing your normal method of instruction can impact on your performance and make the pupil feel uneasy. It does not give the examiner a true reflection of your ability.

Preparation is important; make sure you know what is expected and how you are going to achieve it. Follow this basic lesson structure:

- recap on the previous lesson (if appropriate);
- establish prior knowledge/experience (question & answer);
- outline the lesson objective/s;
- give a briefing (if necessary);
- offer a demonstration (where appropriate);
- offer the appropriate level of instruction;
- identify, analyse and offer remedial action; and
- recap again at the end.



The criterion used for the CBT monitoring visit falls under three main headings:

- Core Competencies;
- Instructional Techniques; and
- Instructor Characteristics.

- ***Core Competencies***

There are three core competencies that form the basis of good instruction:

- Fault identification;
- Fault analysis; and
- Remedial action.

- ***Instructional Techniques***

There are ten areas of assessment:

- Recap at start;
- Aims/Objectives;
- Level of Instruction;
- Planning of Lesson;
- Control of Lesson;
- Communication;
- Q&A Technique;
- Feedback/Encouragement;
- Instructor's use of Controls; and
- Recap at End.

- ***Instructor Characteristics***

- Attitude and Approach to Pupil.

All of these headings are covered in greater detail in two of the publications from the recommended reading list at Annex 1 – The Driving Instructors Handbook & Practical Teaching Skills for Driving Instructors.



Although these publications are primarily for driving instructors (ADIs) the assessment criteria, principles and teaching techniques which they cover form the foundation for all types of motor vehicle instruction and as such should be applied when delivering motorcycle instruction.

### Delivery of CBT training courses

AMIs are authorised by DVA to provide approved on-road motorcycle training and CBT courses as specified in the regulations. It is a condition of registration and a primary duty that an AMI actively provides rider training and where applicable CBT courses to members of the public upon payment of the fee. Please see the 'Conditions of Registration' at Appendix 1.

Any AMI not providing CBT in accordance with the regulations will be in contravention of the conditions by which they were appointed and consideration will be given to revoking, suspending or removal of their CBT authorisation.

## 5. The Learner Motorcycle Test ('L' test)



*This section of the manual provides only a brief outline of the 'L' testing process. Detailed information is included in two of the publications listed in the 'Recommended Reading List' at Annex 1 ('The Official DSA Guide to Riding the Essential Skills' & 'The Official DSA Guide to Learning to Ride'). You can also find information about the theory test & practical tests (how to apply, ID requirements, etc) online at [www.nidirect.gov.uk/motoring](http://www.nidirect.gov.uk/motoring)*

Learner motorcyclists have to pass the theory test which comprises of two parts; multiple choice questions and a hazard perception test, as well as the practical test which also contains two parts, (Off-Road Manoeuvres Test & Practical On-Road Riding Test) to gain a full motorcycle licence.

### **Minimum ages for licence entitlement**

Category A1	17 years
Category A2	19 years
Category A	21 years (progressive access) 24 years (direct access)

Learner riders can obtain motorcycle entitlement through two routes:

- *Direct Access – Direct access refers to individuals who meet the minimum requirements and who opt to go directly to either category A2 or A tests without having passed a previous motorcycle practical test. The criteria for category A2 is a minimum age of 19 and 24 for category A. In addition, the appropriate theory test and CBT course must also have been completed successfully; or*
- *Progressive Access (also known as staged) – Progressive access refers to how individuals progress through the categories, sitting the practical tests at each stage. Under the progressive access route, riders will be able to access the largest motorcycle, category A, at age 21, provided they have held the full A2 for a minimum of 2 years. The period of two years experience starts from the date they receive full licence entitlement to category A2. A further CBT course for category A will not be required.*

Progressive Access does not apply when moving from AM to A1 or A1 to A2 as there is no change in the age requirement and no minimum period of experience required. For more information see charts at Appendix 9.



## 5. The Learner Motorcycle Test ('L' test)



For direct access to a motorcycle category a pupil will be required to present a valid ( 2 years or less ) CBT and motorcycle theory test certificate. If a pupil opts for the progressive access route, the pupil is not required to take a further CBT course or a theory test each time they step up to the next category e.g. A1 to A2 to A provided they have obtained a **full licence** for the lower category. The full licence entitlement of the lower category exempts them from a further theory test. However, if a pupil has a full A1 licence and wishes to acquire category A at age 24, or more, without acquiring A2 , a further CBT course and a valid theory test certificate will be required as this would be classed as direct access.

There is no progressive route from AM to A1 or A1 to A2, therefore if a candidate for example at the age of 16 takes a theory test and practical AM test and at the age of 17 decides to take an A1 practical test; they will not need to take the theory test again providing their **certificate is still valid**.

### Theory Test

The theory test is available at six theory test centres throughout Northern Ireland – Ballymena, Belfast, Londonderry, Newry, Omagh and Portadown.

(You can book your theory test on-line at [www.nidirect.gov.uk/motoring](http://www.nidirect.gov.uk/motoring) or via the call centre on 0345 600 6700)

The test is conducted as an IT based test and is carried out in two parts; multiple-choice questions and a hazard perception test.

### Multiple choice

The test consists of 50 multiple choice questions, some of which will be presented in the form of a case study. The case study shows a scenario on which five questions will be based. The subject of the scenario will focus on real life examples and experiences that might be encountered when riding.

**Note:** *Driving Standards Agency (DSA) publication - The Official DSA Theory Test for Motorcyclists includes an example case study.*

Each question contains four options and you will be asked to select one option. The questions are answered by touching the computer screen.

The pass mark is 43 out of 50. This test lasts for approximately one hour. Your pupil will have the option to work through a practice session lasting approximately 15 minutes to help them get used to the system before starting the actual test.



### Hazard perception

After an optional break of up to three minutes, the hazard perception test will begin. Your pupil will initially be shown a tutorial video, showing a sample of test clips and a recorded explanation of how the test works. They will have the option to repeat this session once if they wish.

The test consists of 14 video clips, one of which contains two scoring hazards so your pupil needs to keep concentrating to the end of the clip. Each clip lasts for approximately one minute.

Each clip contains hazards just like those you will see on the road. Some hazards you might just need to keep an eye on in case the situation changes; others will develop forcing you as the driver to slow down or change direction. These are the ones we will measure your response to.

Your pupil will score points by clicking the left or right mouse button as soon as they spot a clue to the developing hazard. They will need to click again each time they think the situation changes. They do not need to use the cursor or move the mouse.

As they click they will see a red flag appear at the bottom of the screen. This is to show the test taker that a click has been registered. When your pupil registers a click, this will not stop the video clip running, so make sure they are aware of this and that they keep concentrating.

Your pupil can score up to five points for each developing hazard. The mark for each scoreable hazard depends on how early your pupil detects the hazard. If they fail to respond within the scoring area of the clip, they will score zero points.

If they continually press the mouse throughout the clips in the hope of scoring some points, a warning message will appear advising them that they responded in an unacceptable manner and they will score zero points.

What matters is **when** your pupil clicks the mouse. It does not matter **where** on the screen they click. They must score at least 44 out of a possible 75 to pass this part of the test.

**Note:** *if any of your pupils have special needs, additional facilities are available.*

### Result

Your pupil must pass both parts of the test at the same time. They will be given their result once the test has been completed and they have returned to the waiting room.

## 5. The Learner Motorcycle Test ('L' test)



If they are successful they will be issued with a Theory Test Pass certificate. Please advise them to keep this safe as they will need to present this certificate when they take their practical test (both modules).

If they are unsuccessful in one or other or both parts of the test they need to book and re-sit both parts again before they can take their practical test.

### **The Practical Test**

The practical motorcycle test consists of two separate tests – the off-road manoeuvres test and the practical on-road test which includes an eyesight test. The off-road manoeuvres test lasts for approximately 30 minutes and the practical on-road test for approximately 40 minutes with a mandatory 30 minutes on-road riding.

The tests are taken separately and must be taken in order (off-road followed by on-road) and only once your pupil has passed both parts, will they be issued with a full licence.

Arrangements for getting to and from the test centre for the purposes of taking a test vary depending on the category of test being taken. Pupils wishing to ride to or from the test centre on public roads for a category A1 off-road or on-road test can do so without the presence of their AMI or an accompanying rider. However, pupils wishing to take an A2 or A off-road test may only ride to and from the centre on public roads whilst accompanied by an AMI. Even if they pass the off-road test they have not completed the licence acquisition process for the category of test (A2 or A) and are therefore subject to the requirement to have an AMI present at all times whilst riding on public roads.

The same requirements also apply to the on-road tests for these categories (A2 or A). The only difference being, if the pupil passes the on-road test they have completed the licence acquisition process and can ride home unaccompanied.

Pupils may elect to meet you or an accompanying person at the test centre with the test motorcycle – on the public road, this is totally acceptable providing they do not at any time ride the motorcycle without you (AMI) in attendance.

### **Off-Road manoeuvres test**

The off-road test is available at six of the Agency Test Centres:

Ballymena, Craigavon, Downpatrick, Londonderry (New Buildings), Mallusk and Omagh.

This test has to be successfully completed before the accompanied on-road test can be taken.

## 5. The Learner Motorcycle Test ('L' test)



At the beginning of the test the examiner will ask your pupil to:

- sign a declaration on the Driving Test Report form (DL9 M/C) confirming that the motorcycle meets the Minimum Test Vehicle (MTV) requirements and that it is insured for the purposes of the test; and
- show their test documents including a valid CBT Certificate (DL 196NI).

For category A2 and A tests, if a restriction kit is fitted, the examiner will make a further check to ensure the correct power output has been selected or the motorcycle is in the correct power mode.

**Note:** *If the examiner is unable to determine the power output of the machine presented for test the test will not precede.*

Your pupil will then be asked to ride their motorcycle onto the motorcycle manoeuvring area. When on the area, your pupil must behave as if they are riding on the public road, which should include any necessary safety checks, and avoid making contact with any of the marker cones, kerbs etc.

Your pupil's ability will be assessed at all times throughout the various exercises they are asked to carry out; this will include their control and observations when riding from one exercise to the next.

The off-road element includes:

- using the stand;
- wheeling the motorcycle;
- slalom and figure of eight;
- riding on a curve;
- avoidance exercise and controlled stop;
- U-turn;
- slow ride; and
- emergency stop.

The examiner will explain each exercise to your pupil using a diagram (see Appendix 7).

Pupils who commit faults of a serious or dangerous nature during the off-road element will not pass the test. The hill start, angle start and normal stop exercises will continue to be tested during the on-road module.

If your pupil is successful they will be issued with a pass certificate (DL8 M/C). This will be issued for the category of motorcycle that they took the test in and it is valid for two years. Your pupil must use the same licence category of motorcycle for the practical test.

## 5. The Learner Motorcycle Test ('L' test)



Please ensure your pupil keeps this certificate safe as they must produce it along with their CBT Certificate (DL 196NI) to the examiner when they attend for the practical on-road test.

### On-Road practical test

The on-road 'L' test is conducted at 14 of the Agency's test centres:

Armagh, Ballymena, Belfast (Dill Road), Coleraine, Cookstown, Craigavon, Downpatrick, Enniskillen, Larne, Lisburn, Londonderry (Altnagelvin), Newry, Newtownards and Omagh.

The test includes an eyesight test which the examiner will ask your pupil to carry out once the paper work has been completed. (See next page)

Your pupil will also be required to answer two questions relating to motorcycle safety checks at the start of the test and one question on balance including when carrying a pillion passenger at the end of the test.

The test is conducted bike to bike with the examiner in radio contact, giving instructions and directions. Your pupil will be given and shown how to fit an earpiece under their helmet and a radio receiver on a waist belt. This will enable your pupil to hear the examiner's directions/instructions while on the road.

Your pupil must:

- hold a valid CBT Certificate (DL 196NI) for the category of machine they intend to take the test on;
- hold a current theory test pass before either test can be taken;
- pass the off-road test before taking the on-road test; and
- use the same licence category of motorcycle for both parts of the test.

### Independent Riding

During the course of the test your pupil will be required to ride for approximately 10 minutes as if they are riding on their own. The independent riding element of the test will be delivered using one of the following methods.

The examiner will ask your pupil:

- to follow traffic signs to a specified destination; or
- to follow a series of simple directions; or
- to follow a combination of traffic signs and simple directions.



In all three cases your pupil will be asked to pull up at the side of the road prior to starting the independent riding element and the examiner will, on a face to face basis, outline which method s/he intends to use. The examiner will confirm with your pupil that they understand the directions s/he wants your pupil to take, with the aid of a diagram if necessary.

The aim of this element of the test is to assess your pupils ability to ride independently, demonstrating a good understanding of road procedures whilst at the same time making safe, effective and timely decisions based on the road and traffic conditions at the time.

This is not a test of a pupil's knowledge of the local area; it is an element of the test which will help convey to the examiner that your pupil has the confidence and the ability to make safe and correct decisions at the appropriate time without relying on guidance or instructions from a third party.

### Eyesight test

Your pupil will be asked to read in good daylight (with the aid of glasses or contact lenses if worn), a registration mark fixed to a motor vehicle which contains letters and figures 79 millimetres high and 57 millimetres wide at a distance of 20.5 metres or at 20 metres for a number plate with letters and figures 79 millimetres in height and 50 millimetres in width.

If they are unable to meet this minimum requirement the test will not proceed.

### Test assessment

All faults relating to a particular assessment area will be recorded. More than 15 driving faults recorded during the test will result in a failed test. One or more serious or dangerous faults will also result in a failed test.

Faults are defined as follows:

**A driving fault** is one which is not potentially dangerous. However, a candidate who habitually commits a driving fault in one aspect of riding throughout the test, demonstrating an inability to deal with certain situations, cannot be regarded as competent to pass the test, as that fault alone must be seen as potentially dangerous.

**A serious fault** is one which is potentially dangerous.

**A dangerous fault** is one involving actual danger to the examiner, candidate, the general public or property.

Faults are recorded on the test report as oblique strokes.

The examiner will give his/her decision and provide your pupil with a copy of their test report (DL9) at the end of the test. Your pupil can ask to have you (instructor/ accompanying person) present during the debrief. If your pupil avails of this service please ensure you are near-by at the conclusion of the test. The examiner has a commitment to his/her next candidate so there may not be time to go looking for you.

### Test motorcycle

The type of motorcycle used for the 'L' test is defined in legislation under the heading of the Minimum Test Vehicle. The characteristics of which are set out below;

A1 – A motorcycle at least 120cc but no more than 125cc (fitted with a stand), have an engine power output no more than 11kW (14.6bhp) and be capable of at least 55mph (90km/h).

A2 – A motorcycle of at least 395cc (fitted with a stand), must have a power output of at least 25kW (33bhp) and not exceeding 35kW (46.6bhp); and a power to weight ratio not exceeding 0.2kW per kilogram.

If the engine power output of the motorcycle has been restricted to fit sub-category A2, the power output of the machine before restriction cannot be more than double that obtained after restriction.

A – A motorcycle of at least 595cc (fitted with a stand), and having an engine power output of at least 40kW (53.6bhp)

AM – A moped of 50cc or less with a maximum design speed not exceeding 45km/h (28mph approx).

Tests for mopeds with three or four wheels, A1 and A tricycles and motorcycle sidecar combinations will only be offered to candidates with a physical disability.

### Clothing requirements for test

It is a legal requirement to wear a safety helmet when riding on the road with the exception of members of the Sikh religion who can wear a turban.

All helmets must comply with the British Standard (BS6658: 1985) and carry the BSI kitemark or the UNECE regulations 22.05.

DVA recommend that instructors and pupils wear appropriate protective clothing and fluorescent or reflective apparel, throughout the duration of any training and during the test.

## 5. The Learner Motorcycle Test ('L' test)



The following is an indication of the minimum level of clothing acceptable for test to DVA:

- motorcycle boots;
- sturdy footwear or boots that provide support and ankle protection;
- textile or leather motorcycle trousers;
- heavy denim trousers;
- heavy denim jacket with several layers underneath;
- textile or leather motorcycle jacket; and
- motorcycle gloves.

The following are examples of clothing that are not acceptable for test to DVA:

- lightweight training shoes;
- plimsolls or canvas basket ball trainers;
- any form of clothing with areas of exposed skin;
- shell suit or lightweight tracksuit ;
- distressed ripped jeans;
- lightweight fleece or hoody; and
- no gloves or skiing gloves.

If the examiner considers the candidate's clothing as being unacceptable to allow the test to continue, he/she may allow them some time to meet the minimum clothing requirements following which if the requirements cannot be met the test will not be conducted.

If you arrive in clothing or protective equipment which is unsuitable, your test will not proceed.

### Documentation to be presented for test

Prior to conducting either the theory test or practical tests, your pupil is required to produce specific documents. The table below outlines which documents are required for the tests.

<b>Theory Test</b>	<b>Off-Road Manoeuvres Test</b>	<b>Practical On-Road Test</b>
1 & 5	1, 2, 3, 4, 5, 6, 7 & 8	1, 2, 3, 4, 5, 6, 7 & 8



## 5. The Learner Motorcycle Test ('L' test)



1. The Appointment Letter.
2. A valid DL196NI CBT certificate (or GB DL 196) for the category of machine you intend to take the test on.
3. A Category 'A' theory test result notification letter.
4. A valid Off-Road Manoeuvres Pass Certificate.
5. \*A valid Northern Ireland (both parts) or Great Britain driving licence with entitlement for the category of machine in which you are being tested.
6. Motorcycle registration document (Tax Book V5C (NI)).
7. A valid MOT certificate (if necessary).
8. Satisfactory evidence of a suitable power output restriction for category A2 when necessary.

\*If your driving licence was issued outside Northern Ireland and does not contain your photograph you will be required to produce additional photographic evidence of identity.

This can take the form of:

- a current passport;
- a current cheque guarantee card or credit card bearing a photograph and signature of the person;
- an employer's identity card bearing a photograph and signature of the person;
- a trade union card bearing a photograph and signature of the person;
- a current electoral identity card issued by the Chief Electoral Officer for Northern Ireland and bearing a photograph and signature of the person; or
- a photograph of the person which has been endorsed with a certificate in the prescribed form signed by an acceptable person.

An **"acceptable person"** means:

- a Member of Parliament;
- a district council councillor;
- a Justice of the Peace;
- a minister of religion;
- a barrister;
- a solicitor;
- a teacher;
- a medical practitioner;

## 5. The Learner Motorcycle Test ('L' test)



- a bank official; and
- an established civil servant or police officer.

“the prescribed form”, in relation to a certificate, means the following:

“I, [Name of acceptable person], certify that this is a true likeness of [Name of candidate], who has been known to me for [Number of Years] Years in my capacity as [Specify capacity].

Signed.....

Date..... Business or  
profession.....

Telephone Number.....

**Note:** *failure to produce one or more of these documents may result in the test not taking place.*

For all direct access motorcycle practical tests a candidate will be required to present a valid (less than 2 years old) motorcycle theory test certificate.

If a candidate opts for the progressive access route, he/she is not required to take a theory test each time they want to step up to the next category e.g. from A1 to A2 to A provided they have held a **full** licence in the preceding lower category for at least two years.

The full licence entitlement of the preceding lower category will provide an exemption from the need to pass a motorcycle theory test for the next higher category.

However, if a rider has a full category A1 licence and wishes to obtain category A at age 24, or more, without having acquired a full category A2 licence, a valid motorcycle theory test certificate would be required as this would be classed as direct access.

There is no progressive access route from category AM to category A1. However, if a candidate passes a motorcycle theory test at age 16 and at 17 decides to take the category A1 practical tests, they will not need to take a theory test provided that the **certificate is still valid**.

Candidates who complete CBT on a moped and wish to upgrade their licence to either A1 or A must take a further CBT course.

### Full Car Licence

Full car licence holders also hold full entitlement to ride a moped. If the car test was passed after 21st February 2011, in order to validate that entitlement they first must take and pass a CBT course.

Anyone who currently holds provisional moped or motorcycle entitlement must successfully complete CBT before they can ride on the road. In addition, provisional category A2 or A licence holders can only ride on a public road when accompanied by an AMI. Provisional moped and motorcycle licence holders will also be required to provide proof of completion of a CBT course if requested by the Police Service of Northern Ireland (PSNI) and DVA enforcement officers.

Once completed the CBT certificate (DL196NI) will be valid for two years. If a rider has not gained a full motorcycle licence by the expiry of the CBT certificate, they will, if they want to continue riding on the road, have to retake the CBT course and be issued with a new certificate.

Once the pupil has successfully completed a CBT course they will be entitled to ride, with L-plates subject to the conditions outlined above for category A2 and A, until they have passed their practical test. If the car driving test is passed during the two-year life of the CBT certificate (DL196NI) they are deemed to have full moped entitlement and the L-plates can be removed. This applies to moped riders only. AMIs should advise their pupils who fall within the above circumstances of the importance of keeping their CBT certificate (DL196NI) safe, as it will validate their Category AM for the life of the entitlement.

If a pupil passes a moped practical test, AMIs should advise them that they will not be required to take a further CBT course prior to taking a category A1 practical test. If the CBT course was completed on a moped or A1 motorcycle and your pupil did not take the practical test, as their training was completed at speeds less than 45mph, they will be required to complete a further CBT course for category A2 or A.

However, if your pupil holds a full category A1 licence and has gained a minimum of two years riding experience they will not be required to take a further CBT course for A2 or A (provided they meet the relevant age requirements) as they will have gained at least one year's post-test experience riding at speeds in excess of 45mph.

CBT completed on a category A2 or a category A motorcycle will be valid for categories AM, A1, A2 and A. See the table below for more information on CBT validity.

Category of CBT certificate issued on or after 19 January 2013	Category of motorcycle test for which the CBT certificate is valid
AM	AM, A1
A1	AM, A1
A2	AM, A1, A2, A
A	AM, A1, A2, A

**It should be noted that the use of an automatic machine for training and testing restricts full licence entitlement, after passing a test, to automatic motorcycles only.**

DVA do not expect AMIs to retain DL196NI records for more than two years.

### Licence type

#### Category AM (Moped)

A person may apply for their provisional driving licence up to two months before their 16th birthday. However, please be aware that it is not valid until the actual date of their 16th birthday and then only applicable for Category AM (moped).

The classification of a moped is as follows:

- a 2 or 3 wheeled vehicle with a maximum design speed over 25km/h (15.5mph) but not more than 45km/h (28mph); or
- a light quadricycle with an unladen weight not more than 350kg and up to 45km/h.

At age 17 or over, there are three types of full motorcycle licence – category A1 (light motorcycle), category A2 (medium sized motorcycle) and category A (large motorcycle). Access to these motorcycle licence categories depends on age and/or experience.

#### Category A1 (Light motorcycle)

A full category A1 licence will be issued when the practical test is taken and passed on a machine which is at least 120cc and not more than 125cc. Holders of A1 licences will be restricted to machines with a maximum of 125cc. Also falling under category A1 is a motor tricycle with a power not exceeding 15kW. Minimum age for this category is 17 years.

### Category A2 (medium motorcycle)

A full category A2 licence will be issued when the practical test is taken and passed on a machine of at least 395cc; with an engine power output of at least 25kW (33bhp) and not exceeding 35kW (46.6bhp) and have a power to weight ratio not exceeding 0.2kW per kilogram. Minimum age for this category is 19 years.

### Category A (large motorcycle)

A full category A licence will be issued when a practical test is taken and passed on a machine of at least 595cc. The machine must have a power output of at least 40kW (53.6bhp). Minimum age for this category is 21 years via progressive access and 24 years via direct access.

**Note:** *you as the instructor should ensure that your pupil presents the right machine for the licence category they wish to obtain. It is, ultimately, the candidate's responsibility so if they mistakenly use the wrong category of machine on test they will only be granted a full licence for that category.*

Learners with a disability may use a motorcycle/sidecar combination or a motor tricycle for CBT; however the CBT certificate (DL196NI) will restrict the rider to the type of machine they used for the training. A learner will have to re-take CBT on a solo machine if they want the restriction removed.

Motorcycle/sidecar combinations can also be used for test if your pupil has a disability.

The rules for motorcycle/sidecar combinations are the same as for a solo motorcycle, however:

- categories A and A1 must not have a power to weight ratio of more than 0.16kW per kilogram; and
- passengers are not allowed to ride in the sidecar during the test.

**Note:** *a full motorcycle licence is normally valid until your 70th birthday.*

### Foreign licences

Full category B Community licences (issued by member states of the European Economic Area) are valid in Northern Ireland (NI) provided they are current. However, these licences do not provide provisional motorcycle entitlement.

Full category B Community licences can be used as provisional motorcycle entitlement only if supported by a Northern Ireland (NI) or Great Britain (GB) counterpart licence issued by DVA (or Driver & Vehicle Licensing Agency (DVLA) in GB). Applications for a counterpart licence should be made on a D9 form available from DVA, County Hall, Castlerock Road, Coleraine, Co. Londonderry, BT51 3TB.

Counterpart licences are issued displaying a unique six digit NI driver number prefixed by two zeros and therefore this number should be entered as the driver number on all DL196NI certificates issued to foreign licence holders.

Full category B Community licences only give full moped entitlement in NI if the licence shows moped as a separate category or entitlement (as GB licences do with Category P). They do not therefore automatically give full moped entitlement when used in this country.

A full category B licence holder from an EEA country without moped separately identified has two options if they wish to obtain moped entitlement in NI. They can either:

- obtain a counterpart licence from DVA (Licensing) using a D9 form (the counterpart will give provisional moped entitlement and CBT will be required in order to validate the entitlement); or
- exchange their licence for a full UK car licence. They will however be required to complete a CBT course to validate the full moped entitlement.

Licences issued in GB can be accepted as equal to NI licences.

Provisional licences issued in other EEA member states, the Isle of Man and the Channel Islands are not valid for use in this country and are not exchangeable for NI provisional licences. Any person holding a foreign provisional licence wishing to drive or ride in this country should apply for a Northern Ireland (NI) provisional in the normal way.

### Candidates/Pupils with Disabilities

If your pupil had or currently suffers from a medical condition or disability that may affect their riding they must tell the DVA. They will also need to provide details if they develop a new condition or disability or one that has become worse since their licence was issued. Failure to notify DVA is a criminal offence, one which can result in a fine of up to £1,000.



When your pupil is booking their practical test they need to inform DVA if they have any hearing problems, language difficulties, movement restrictions or adaptations fitted to their motorcycle. DVA is committed to equal opportunities for all and provides a number of facilities for candidates with special needs or physical disabilities.

When booking the practical test, please ask your pupils to let DVA know if they:

- are deaf or have severe hearing difficulties;
- are in any way restricted in their movements; and
- have any physical disability.

No matter how serious your pupil's disability might be, they will still take the same test as every other test candidate. However, more time may be allowed for the test. This is to allow the examiner to talk to them about their disability and any adaptations fitted to their machine.

### Adaptations

Information about vehicle adaptations for motorcyclists with disabilities can be obtained from Disability Action, Portside Business Park, 189 Airport Road West, Belfast, BT3 9ED and from the National Association for Bikers with a Disability web site at <http://www.nabd.org.uk>



### Pre CBT training

We recognise that some AMIs may promote their businesses by offering an introductory assessment, which effectively represents training prior to a CBT course commencing. The CBT scheme is specifically designed for a novice rider; however, in accordance with our commitment to modular, structured training over a period of time, any pre-CBT training should not be advertised as “pre-CBT”. It is appropriate for an AMI to offer assessments to individuals who wish to take training prior to booking a CBT course. Any such introductory assessment given prior to CBT is only acceptable if:

- it is a stand alone course;
- it does not take place on public roads;
- it should not negate the need to complete a full CBT course;
- it should not be used to determine a candidate’s suitability for CBT; and
- any subsequent CBT course should follow, in full, the statutory syllabus.

Items from the CBT syllabus cannot be omitted, even if they have formed part of an introductory lesson. Any instructor found to be omitting items from the statutory CBT syllabus will have their authority placed in jeopardy.

### Instructor / Pupil ratios

The following training ratios **MUST** be applied for both CBT courses and AMI training.

### CBT courses

**Elements B and C** – These can be carried out in an off-road site or on-road safe environment. A maximum of four pupils to one instructor must be observed during off-road training whereas a two to one ratio must be observed during on-road training.

It is not acceptable to allow additional pupils to watch from the boundaries of the training area.

**Elements A and D** – If these elements are classroom based there is no prescribed ratio although an AMI should ensure that only a reasonable number of pupils are involved during these sessions. If a DVA monitoring officer decides that the number of pupils present is adversely affecting their ability to participate and learn or they prevent the instructor from being able to establish if learning has taken place with each individual, then this would be reported as below standard instruction.





**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. Again, 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).

As with all training courses please ensure that you keep your pupil in visual contact at all times – instructors do have a duty of care when delivering training.

Under no circumstances should CBT candidates 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.

### AMI instruction

- ***Classroom Based Training***

There is no prescribed ratio for these elements although an AMI should ensure that only a reasonable number of pupils are involved during these sessions. The number of pupils should not adversely affect their ability to participate and learn, or prevent the instructor from being able to establish if learning has taken place with each individual.

- ***Off-Road***

A maximum of four pupils to one instructor must be observed. If more than four pupils are involved they should be separated into groups that meet the permitted ratios e.g. eight pupils - two sets of four 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.

It is not acceptable to allow additional pupils to watch from the site boundaries.

- ***On-Road***

A maximum of two pupils to one instructor must be observed for practical on-road riding. Again, 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).



### Rest Breaks

Training of any kind can put high demands on a pupil's level of concentration. Their concentration level may be affected if you try to introduce a new skill too quickly without first ensuring that they can demonstrate an acceptable level of competence in the current task. The potential for a loss of focus and/or concentration is particularly important when training for long periods of time, both when delivering static instruction (e.g. CBT elements A & D) and practical instruction (e.g. CBT element E). Pupils can only absorb so much information at a time, so you need to be aware of this and act accordingly.

A loss of concentration particularly during practical on-road training can have serious consequences. It is therefore vitally important that suitable rest breaks are built into your lesson plans and you ensure that these breaks are taken.

Fatigue is another key factor that may lead to a dip in a pupil's performance and ultimately a serious incident. Pupils are particularly at risk from fatigue when the conditions are poor i.e. hot, cold and wet, so make sure you continually check for the first signs of fatigue and plan sufficient breaks that will allow them time to recover and refocus their efforts.

Rest breaks must be a complete break in training. A break should not be used to continue a training session by offering feedback or giving briefings for example. Time off the motorcycle which is used for either of these activities cannot be counted as a rest break.

Given the potential for CBT courses to run into a second day 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 continuous training session of four hours.

### Production of CBT certificate

If a pupil does not have their CBT certificate when stopped by a Police officer or DVA enforcement officer, they may be asked to produce it to a Police station or DVA Office within seven days. Failure to do so carries a fine up to a maximum of £1,000.

### Mopeds / Motorcycles with more than two wheels

Where a three-wheeled motorcycle has the general characteristics of a solo motorcycle, and where the distance measured between the centre of the area of contact with the road surface of any two wheels on the same axle/spindle is less than 460 millimetres, then that machine could be suitable for CBT and the practical test.

However, some three-wheeled motorcycles are generally not considered reasonably representative of the class and so cannot be used for CBT or the practical test. They might not have the general characteristics of a solo motorcycle, or the distance measured between the centre of the area of contact with the road surface of any two wheels is greater than 460 millimetres. This includes such models as the Secma FT 50 “FunTech,” which has three wheels and two outriggers.

DVA advise that any vehicle meeting the definition of a “moped” can be driven/ ridden on a Category P driving licence. A moped is a vehicle that:

- has fewer than four wheels;
- has a maximum design speed not exceeding 50 kph; and
- has an engine with a cylinder capacity not exceeding 50cc.

**Note:** *CBT courses completed on machines fitted with automatic transmission limits the CBT certificate (DL 196NI) to automatic Mopeds and Motorcycles only. This certificate will enable the rider to ride an automatic machine unaccompanied and they may **only** take a practical test on a machine fitted with automatic transmission.*

For further advice about the suitability of these vehicles for CBT and the practical test please write to us at, Driving Policy & Standards, DVA, Balmoral road, Belfast, BT12 6QL or call us on 028 906 81831.

### The display of ‘L’ plates

‘L’ plates are required on motorcycles when the licence holder is riding under provisional entitlement. The size and colour of these plates is defined in legislation, and how they must be displayed.

The legislation states that they must be clearly visible from the front and the rear, which means that the whole of the white background and the red ‘L’ must be visible from a reasonable distance.



‘L’ plates therefore should not be placed in such a location that would affect their size or ease of recognition; this includes being wrapped around the front or rear forks, stuck onto the side of the motorcycle or over the front headlight.

### The display of 'R' plates

The rules for the display of 'R' plates remain unchanged. 'R' plates, like L plates, must not be placed in such a location that would affect their size or ease of recognition; this includes being wrapped around the front or rear forks, stuck onto the side of the motorcycle or over the front headlight.

When 'R' plates are required they must be positioned so they are clearly visible from the front and the rear, and the whole of the white background and orange 'R' can be seen from a reasonable distance.

### Removal of 45mph restriction for learner "L" and restricted "R" riders (categories A2 and A only)

From 19 January 2013 the 45mph speed restriction requirement on learner riders will no longer apply to riders of **category A2 and A** machines whilst being trained and tested (including during CBT); however, these machines must still display "L" plates.

Post test, riders of **category A2 and A** machines must display "R" plates for the first year after passing the test but are not restricted to 45mph.

Candidates using category A1 machines remain restricted to 45mph as learner riders during training, testing and whilst in their "R" plate period.

**Learner riders of category A2 and A machines must be accompanied at all times, when riding on the public road, by an approved motorcycle instructor (AMI) except when undergoing a test. This applies irrespective of whether they hold a full category A1 licence.**

### Reporting accidents/incidents

AMIs are required to notify BSU in writing of **any** serious or fatal incidents that occur during CBT courses. The DVA CBT Incident Report Form, an electronic version of which is available on the Agency's website at [www.nidirect.gov.uk](http://www.nidirect.gov.uk), 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 an AMI's 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: <http://www.nibusinessinfo.co.uk/bdotg/action/layer?site=191&topicId=1073956375>



Comprehensive advice is also available from the Health & Safety Executive NI web site - [http://www.hseni.gov.uk/riddor\\_booklet.pdf](http://www.hseni.gov.uk/riddor_booklet.pdf)

### **Car to bike instruction**

A person can only receive instruction provided the instructor is present with him/her on the road while riding another motorcycle. The regulations do not allow for car/van to bike instruction.

### **Dipped headlights**

DVA strongly recommend that pupils/AMIs use dipped headlights (or daytime running lights) during CBT and on-road practical instruction. This rule also applies to individuals taking a practical test.

### **Trade plates**

Please be aware that the use of Trade Plates on motorcycles is not permitted whilst training is taking place or during a practical motorcycle test.

### **Test information**

#### **Coasting**

Coasting means that although the motorcycle is moving, it's not being driven by the engine. This occurs either when the clutch lever is held in or the gear selector is in the neutral position.

Generally, coasting is wrong because:

- it may reduce the rider's control of the motorcycle;
- you might have difficulty engaging a gear if something unexpected happened; and
- it would almost certainly lead to the motorcycle gathering speed when travelling downhill. It would mean harder braking and it removes the assistance of engine braking in a low gear. Each time you change gear you coast a little; this is unavoidable, but it should be kept to a minimum.



### Over-run

If there is only light pressure on the throttle when the motorcycle is travelling at speed, the engine may not appear to be 'driving' the motorcycle. This is known as travelling on the over-run and should not be confused with coasting.

There is no loss of control, because the motorcycle is still in gear and either engine braking or acceleration is available immediately.

### Slipping the clutch

This is holding the clutch lever partially in so that the clutch is not fully engaged. This allows the engine to spin faster than if it was fully engaged and is often necessary when manoeuvring at slow speeds.

Slipping the clutch to compensate for being in too high a gear at a low speed is bad practice and should be avoided. It is not only a bad riding technique; it can result in excessive wear of the clutch.

### Judgement

As your pupil becomes more proficient, they will be able to judge exactly the gear they need for the speed they intend and the manoeuvre they are planning to carry out.

### Appendix 1

#### AMI CONDITIONS OF REGISTRATION

1. The conditions on which you are approved to provide training course for motorcyclists are as follows:
  - i) your name is entered on the Approved Motorcycle Instructors (AMI) Register;
  - ii) you shall ensure that pupils have a valid driving licence which covers the entitlement for the category of moped or motorcycle being ridden;
  - iii) you shall ensure that pupils meet the legal minimum eyesight requirement;
  - 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 instructor 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 shall ensure that you and pupils wear appropriate fluorescent or reflective safety apparel throughout the duration of the course;
  - ix) you shall ensure that any training machines used for the course are in a roadworthy condition, adequately insured and comply with all legal requirements;
  - x) you shall facilitate any request for a check test unless there are reasonable grounds for alternative arrangements. Such requests will be dealt with on an individual basis;
  - xi) you must notify DVA BSU immediately of any offences committed during your four year registration period as soon as they have been confirmed, whether the offence is motoring or non-motoring;
  - xii) you must notify DVA BSU of any change of address;
  - xiii) you must display at all times in plain view your AMI certificate; and
  - xiv) you comply with all legal / statutory requirements associated with the industry.

If at any time DVA becomes aware of any breach of these conditions it has the right to revoke your registration.

### **Appendix 2**

## **DRIVER & VEHICLE AGENCY APPROVED DRIVING AND MOTORCYCLE INSTRUCTORS**

### **CODE OF CONDUCT**

#### **Personal Conduct**

The instructor will seek, at all times, to comply with the law and in particular legislative requirements related to discrimination, data protection, trading standards, health and safety in the workplace and road safety.

The instructor will, at all times, treat clients with respect and consideration.

Offers of gifts, benefits and hospitality to the client should be avoided in order to prevent any undue misunderstanding or offence.

The instructor, being in a position of trust should avoid any behaviour which encourages a physical or emotionally dependent relationship to develop with a client.

The instructor will endeavour to maintain his/her skills and knowledge to at least the required minimum standards.

The instructor will avoid physical contact with a client except in an emergency.

The instructor will not make contact with the client via phone, text, email or any other means unless the nature of the communication is wholly business related.

The instructor will not make comments or converse with the client about issues that could be deemed inappropriate, discriminatory, lewd or offensive.

The instructor will not make or receive phone calls whilst conducting a lesson.

The instructor will ensure that the vehicle is licensed, insured and fit for purpose in that it is roadworthy, clean and suitable for tuition to take place.

The instructor will safeguard and be able to account for any monies paid in advance by the client in respect of lessons, test fees or for any other purpose. Details of payments will be made available to the client on request.

The instructor will provide a copy of this Code of Conduct, or highlight where it is available, to the client.





The instructor, on or before the first lesson, should provide clients with a written copy of their terms of business to include:

- legal identity of the school/instructor with full address and telephone number at which the instructor or their representative can be contacted;
- the price and duration of lessons;
- the price and conditions for use of a vehicle for any practical test and any related booking fees;
- the terms under which cancellation by either party may take place;
- the procedure for complaints; and
- details of the refund policy.

Instructors should ensure that their valid certificate is clearly displayed at all times.

The instructor should check a client's entitlement to drive/ride the vehicle and their ability to read a number plate at the statutory distance on the first lesson and before driving/riding the vehicle, repeated at suitable intervals.

When presenting a client for a practical test the instructor should ensure that the client has all the necessary documentation to enable them to take the test and show that the vehicle is roadworthy. Further, ADIs should ensure the car is prepared so that DVA supervising examiners can accompany the test if necessary.

Instructors will advise clients when to apply for their theory and practical tests, taking account of local waiting times and forecast of the clients' potential for achieving a consistent standard of safe driving/riding.

The instructor will not cancel or re-arrange a test without the client being informed. In the event of the instructor's decision to withhold the use of the school vehicle for the test, sufficient notice should be given to the client to avoid loss of the DVA test fee.

The instructor should at all times, endeavour to teach the client correct knowledge and skills according to the recommended syllabus.

The instructor should ensure that any discussions that occur with the client are treated in the strictest confidence and not disclosed to third parties.

### Advertising

The advertising of tuition shall be factual, honest and not misleading; claims made will be verifiable and comply with codes of practice set down by the Northern Ireland Trading Standards Service.

Advertising that refers to clients' pass rates must be factual and verifiable.

Advertised pass rates should not be open to misinterpretation and the basis on which the pass rate has been calculated should be made clear.

### Conciliation

Complaints by clients should be made to the instructor/school in the first instance and follow the complaints procedure issued by the instructor or school.

Failing agreement or settlement of a dispute reference may be made to DVA to consider the matter and advise accordingly.

Queries related to this Code of Conduct should be directed, in writing, to the Registrar, Business Support Unit, DVA, Balmoral Road, Belfast, BT12 6QL.

### **Appendix 3**

## **DRIVER & VEHICLE AGENCY REGISTER OF APPROVED DRIVING AND MOTORCYCLE INSTRUCTORS**

### **FIT & PROPER PERSON CRITERIA (Including Ex-offenders Policy)**

#### **1. Introduction**

- 1.1 The purpose of this policy is to set down the parameters for the Registrar and his/her staff to make a decision as to whether an ADI/AMI or potential ADI/AMI is a “fit and proper” person within the meaning of the Motor Vehicles (Driving Instruction) Regulations (Northern Ireland) 2010.
- 1.2 Approved Driving and Motorcycle instructors occupy a position of trust while carrying out their role as they may be placed in a one-to-one situation with pupils from the age of 17 (or 16 in certain circumstances) and vulnerable adults.
- 1.3 The term “fit and proper” is not defined in the legislation but has been interpreted as making provision to assess, as far as possible, characteristics that the general public might find unacceptable in an instructor who has the endorsement of the Department of Environment.

#### **2. Character Check**

- 2.1 Before a potential ADI/AMI can take their Part 1 qualifying examination and prior to registration on the Register, the Registrar will request details of criminal convictions from Access NI (ANI). If there is evidence of recent or recurring convictions, the Registrar may request additional information, (face to face interview).
- 2.2 The purpose of the check is to confirm any criminal convictions declared by the applicant at the time of application and to establish whether or not the applicant has convictions which have not been declared. Failure to declare criminal convictions will be taken into account in the determination of the “fit and proper” criteria.
- 2.3 If the information provided by ANI differs from that provided by the applicant, the Agency will check in the first instance and in some circumstances may refer the application back to ANI. If a discrepancy remains the applicant will be given an opportunity to comment on the information provided by ANI.

- 2.4 On establishing that the applicant has criminal convictions, the Registrar will consider whether the conviction is materially relevant to the applicant's ability to become an ADI/ AMI. In particular, the Registrar will consider any evidence of inappropriate road safety behaviour, professional integrity or business ethics.
- 2.5 The Registrar will make a judgement about the seriousness of the conviction and how recently the offence took place. Each case will be considered on its own merits based on the guidelines at 3 below.
- 2.6 Where the Registrar considers that an applicant does not meet the "fit and proper" criteria, the applicant may be provided with an opportunity to provide further information on the conviction and make representations on their behalf. Consideration will be given to any additional information supplied before a final determination is made.
- 2.7 If an application is refused as a result of the "fit and proper" criteria, the applicant will be advised of the grounds for the refusal and advised of their right to appeal.

The Registrar will consider the following guidelines when considering ADI/AMI applications.

### 3. Road Safety Behaviour

- 3.1. **Objective** - To ensure potential ADIs/AMIs have respect for road safety regulations and laws in respect of their own driving and ownership of a vehicle.
- 3.2 **Evidence** - Consideration of convictions for motoring offences, (including more than 6 Penalty Points) at time of initial application or registration. This includes points for offences such as speeding, drink-driving, dangerous driving, driving without a vehicle licence or insurance, careless/reckless driving.

### 4. Professional Behaviour

- 4.1 **Objectives** - To protect learner drivers from intimidation, harassment, or threatening behaviour on the grounds of gender, race, religion, age, sexual orientation, disability, political opinion, persons with dependants and marital status.

To protect learner drivers, Agency Examiners and staff from unprofessional, aggressive or violent behaviour.

To protect learner drivers from inappropriate or anti-social behaviour, such as the supply of illegal drugs or stolen goods.

- 4.2. **Evidence** - Consideration of convictions relating to offences such as violence, sexual crimes, intimidation, obstructing the police and/or substantiated complaints of inappropriate behaviour or misconduct causing a learner driver or other relevant personnel to feel threatened, harassed or bullied.

### 5. Business Ethics

- 5.1 **Objectives** - To protect learner drivers from unscrupulous practices. To ensure that ADI/AMI services are delivered on a timely, competent and well-managed basis and as contracted.

To guard against the potential for ADIs/AMIs to defraud or misrepresent themselves to their customers, Inland Revenue, Social Services, Insurance Companies, etc.

- 5.2 **Evidence** - Consideration of convictions for fraud, dishonesty, misrepresentation of personal finances, bankruptcy, theft/robbery, etc.

### 6. General Considerations

How serious is the conviction.

How long has the applicant had a clean record (more than 4 years would be a good indicator).

If a conviction resulted in a custodial or suspended sentence, the applicant should have a clean record for 4 or more years from their date of release or the expiry of the suspended period respectively.

Was the conviction declared by the applicant on their application form?

The seriousness of the offence and its relevance to the profession, for example a conviction for violent or sexually violent crime could be regarded much more seriously than for claiming benefit while employed or breaching the peace.

Is there a pattern of one particular type of offence or a pattern of a number of offences?

Where an existing ADI/AMI is being assessed, the track record of that ADI/AMI will be taken into account.

*It is important to note that ADI/AMI applicants are exempt from the Rehabilitation of Offenders Exception Order 1979 as accrued convictions are never regarded as 'spent'.*

### Appendix 4

#### **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 machines 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;
  - driving licence number of each pupil a certificate was issued to; and
  - driving licence number of the candidates that certificates were issued to.

\*if no certificates 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/audit 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, provided these are

## 8. Appendices



complete, not defaced or illegible; and

- xxiv) you are required to notify BSU, in writing, of all 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 5**

**AMI Test of Riding Technique (Part 2)  
Test Report Form AMI 9**

AMRBA Tests 1 and 2 Eyesight and Riding Technique

**DECLARATION I Certify That**

The vehicle I have provided for the test is properly insured under the Road Traffic (Northern Island) Order 1981.

Make & Model: \_\_\_\_\_  
Reg. Mark: \_\_\_\_\_  
Candidates Name: \_\_\_\_\_  
Ref. No.: \_\_\_\_\_  
Licence Details checked: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Driving Faults	S			D			Driving Faults	S			D		
1.0 Eyesight Test compliance with the requirements of eyesight test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14.0 Give appropriate signals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1 Safety Questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14.1 Where necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.0 Ancillary Controls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14.2 Correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.0 Precarious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14.3 Properly timed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15.0 Responses to signs and signals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1 Throttle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15.1 Traffic Signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Clutch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15.2 Road Markings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15.3 Traffic Lights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Front Brake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15.4 Traffic Controls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Rear Brake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16.0 Other Road Users	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Steering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16.0 Use of Speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Balance/Slow Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.0 Safe Distances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.0 Move Away	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Behind Vehicles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1 Stop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18.0 Maintain Progress by:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18.1 Riding at an appropriate speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18.2 Avoiding undue restriction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Apply Speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Turn Right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6 Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.7 Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Turn Left	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.8 Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.9 Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Outside Mirrors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.10 Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Just before start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.0 Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20.1 Overtaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.1 Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20.2 Meeting Traffic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20.3 Crossing Traffic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21.0 Positioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.0 Use of Signals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21.1 Normal Riding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.0 Manual Handling (Moving Vehicle)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21.2 Lane Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.1 Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22.0 Clearness to Obstacles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2 Observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23.0 Pedestrian Crossings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.0 1/2 Turn Exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24.0 Position for normal stops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.1 Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25.0 Awareness and Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2 Observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>TOTALS</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.0 Slow Control Exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Eco-Safe Riding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.0 Emergency Stop Exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.1 Promptness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.2 Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Examiner Took Action:- Q6.1 Verbal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.3 Use of Front Brake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Q6.2 Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.4 Minimum Speed Requirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27.4 Result of Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.0 Steer/Figure 8 Exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Examiner's Signature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.0 Use of Mirrors/sign observed by well before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Examiner's Name and Address	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.1 Signaling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Authorised by the Department of Environment (if)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.2 Changing Direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	One Explanation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.3 Changing Speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Two	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Three	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Four	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Five	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Six	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Seven	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Eight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Nine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Ten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Eleven	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Twelve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Thirteen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Fourteen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Fifteen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Sixteen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Seventeen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Eighteen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Nineteen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Twenty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ISSUE 1 (10/12) Origin D/P/Dac; Replaced D/P/F4; Revised Data (10/12)



## **Appendix 6**

### **AMI Test of Riding Technique (Part 2) Vehicle Safety Checks**

Advice and information on how to carry out vehicle safety checks will be found in the manufacturer's handbook, Highway Code and the appropriate DSA driving skills publication.

Vehicle Safety Checks have always been part of the officially recommended syllabus for learning to ride.

#### **COMBINATIONS OF QUESTIONS Safety check questions for AMI Test of Riding Ability (Part 2) (4 Combinations)**

You will be asked five questions, which will be a combination of 'show me' and 'tell me'. A driving fault will be recorded for each incorrect answer up to a maximum of four driving faults. If you answer all five questions incorrectly, a serious fault will be recorded.

#### **• Combination 1 (Machines equipped with hydraulic brakes only).**

**Question:** Please identify where you would check the engine oil level and tell me how you would check that the engine has sufficient oil.

**Response:** Identify where to check level, i.e. dipstick or sight glass. Explain that the level should be between max and min marks. For dipstick remove dipstick and wipe clean, return and remove again to check oil level against max/min marks. For sight glass, ensure glass is clean when checking.

**Question:** Show me how you would check that the horn is working on this machine please.

**Response:** Check is carried out by using control.

**Question:** Please identify where the brake fluid reservoir is (front and depending on machine, rear as well) and tell me how you would check that you have a safe level of hydraulic fluid.

**Response:** Identify reservoir(s), check level against high/low markings.



**Question:** Show me how you would switch your headlight from dipped to main beam.

**Response:** Operate switch. (Assessment is based on use of switch only).

**Question:** Tell me how you would check the condition of the chain on this machine please.

**Response:** Check for chain wear, correct tension and rear wheel alignment. Tension should be adjusted as specified in the machine handbook. Drive chain should be lubricated to ensure that excessive wear does not take place.

### • Combination 2

**Question:** Show me what checks you would make on the steering movement before using the machine please.

**Response:** Handlebars should be free to move smoothly from full left lock to full right lock without any control cables being stretched, trapped or pinched and without any snagging between moving and fixed parts.

**Question:** Please tell me how you would check your tyres to ensure that they are correctly inflated, have sufficient tread depth and that their general condition is safe to use on the road.

**Response:** Correct tyre pressure settings can be found in the owner's manual/ on a plate on the machine. Pressures should be checked using a reliable gauge. Tread depth must be at least 1mm deep, forming a continuous band at least  $\frac{3}{4}$  of the breadth of the tread and all the way around the circumference. There should be no lumps, bulges or cuts.

**Question:** Show me how you would check that the brake lights are working please.

**Response:** Operate front brake lever or rear brake pedal (turn on ignition if necessary).

**Question:** Please tell me how you would check that the lights and reflectors are clean and working.

**Response:** Operate switch. Check visually for damage, cleanliness and operation.



**Question:** Show me how you would check the operation of the front brake on this machine please.

**Response:** Wheel the machine forward and apply the front brake.

### • Combination 3

**Question:** Please tell me how you would check your tyres to ensure that they are correctly inflated, have sufficient tread depth and that their general condition is safe to use on the road.

**Response:** Correct tyre pressure settings can be found in the owner's manual. Pressures should be checked using a reliable gauge. Tread depth must be at least 1mm deep, forming a continuous band at least  $\frac{3}{4}$  of the breadth of the tread and all the way around the circumference. There should be no lumps, bulges or cuts.

**Question:** Show me how you would check the operation of the brakes on this machine please.

**Response:** Check for excessive travel on the brake lever and the brake pedal and for unusual play or sponginess.

**Question:** Please identify where you would check the engine oil level and tell me how you would check that the engine has sufficient oil.

**Response:** Identify where to check level, i.e. dipstick or sight glass. Explain that the level should be between max and min marks. For dipstick remove dipstick and wipe clean, return and remove again to check oil level against max/min marks. For sight glass, ensure glass is clean when checking.

**Question:** Show me how you would check the operation of the 'Engine Cut Out Switch' please.

**Response:** Start engine, operate switch.

**Question:** Please tell me how you would check that the lights and reflectors are clean and working.

**Response:** Operate switch. Check visually for damage, cleanliness and operation.

• **Combination 4**  
**(Machines equipped with hydraulic brakes only).**

**Question:** Show me what checks you would make on the steering movement before using the machine please.

**Response:** Handlebars should be free to move smoothly from full left lock to full right lock without any control cables being stretched, trapped or pinched and without any snagging between moving and fixed parts.

**Question:** Please identify where the brake fluid reservoir is (front and, depending on machine, rear as well) and tell me how you would check that you have a safe level of hydraulic fluid.

**Response:** Identify reservoir(s), check level against high/low markings.

**Question:** Show me how you would check the operation of the 'Engine Cut Out Switch' please.

**Response:** Start engine, operate switch.

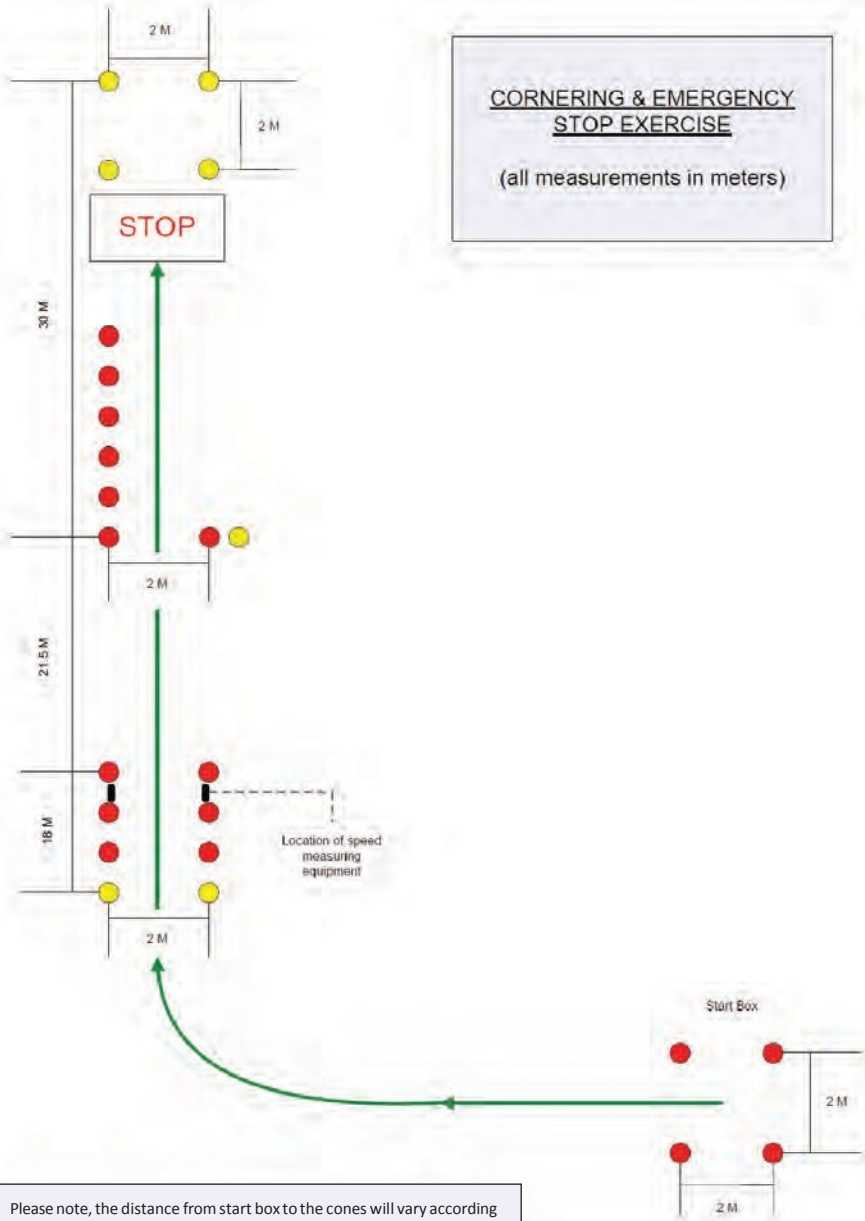
**Question:** Tell me how you would check the condition of the chain on this machine please.

**Response:** Check for chain wear, correct tension and rear wheel alignment. Tension should be adjusted as specified in the machine handbook. Drive chain should be lubricated to ensure that excessive wear does not take place.

**Question:** Show me how you would check that the horn is working on this machine please.

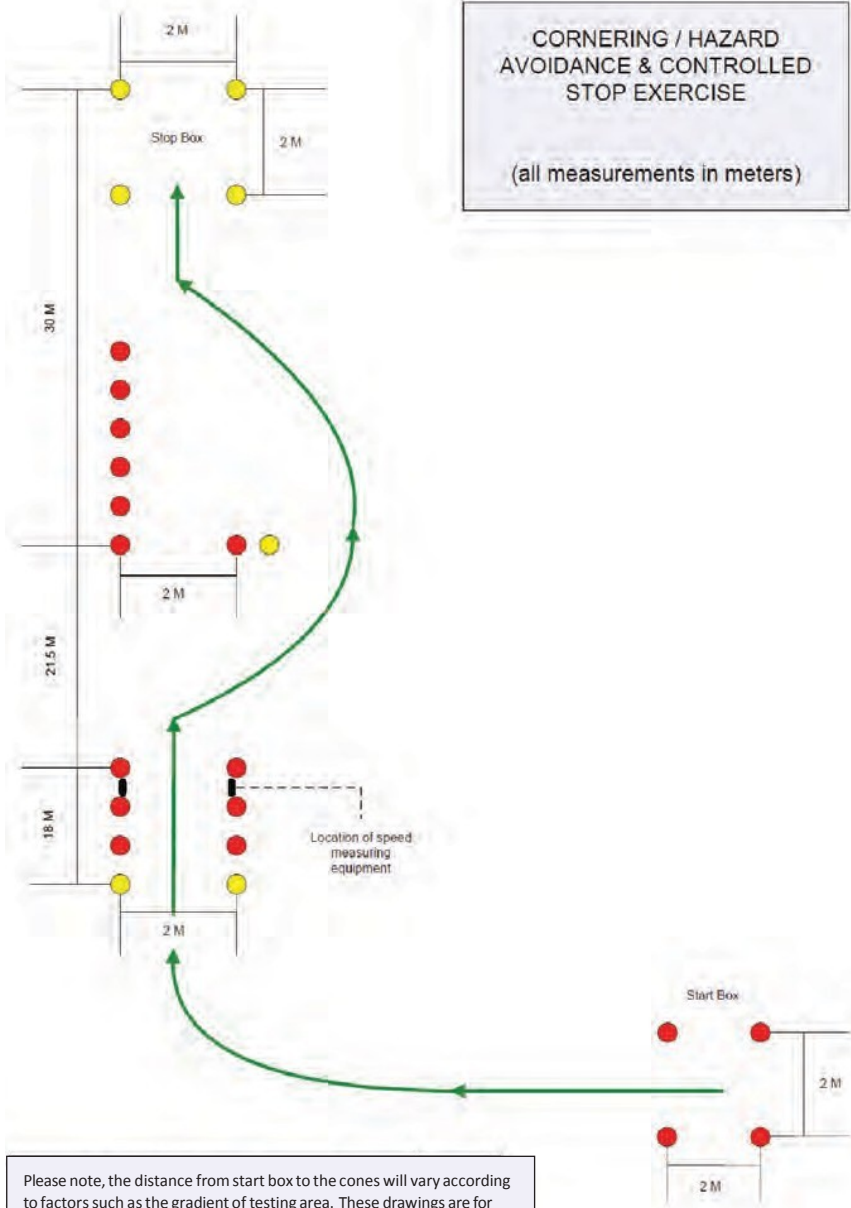
**Response:** Check is carried out by using control.

**Appendix 7**



**CORNERING & EMERGENCY STOP EXERCISE**  
 (all measurements in meters)

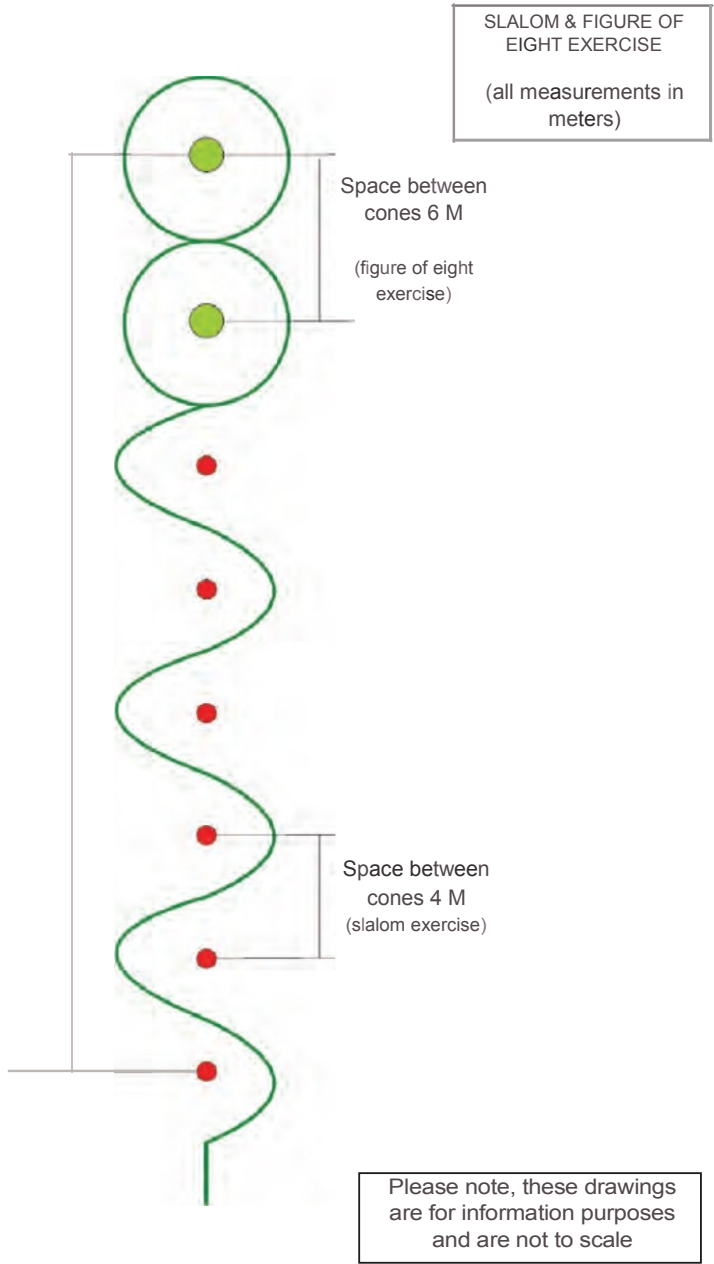
Please note, the distance from start box to the cones will vary according to factors such as the gradient of testing area. These drawings are for information purposes and are not to scale.



**CORNERING / HAZARD AVOIDANCE & CONTROLLED STOP EXERCISE**

(all measurements in meters)

Please note, the distance from start box to the cones will vary according to factors such as the gradient of testing area. These drawings are for information purposes and are not to scale.







## **Appendix 8**

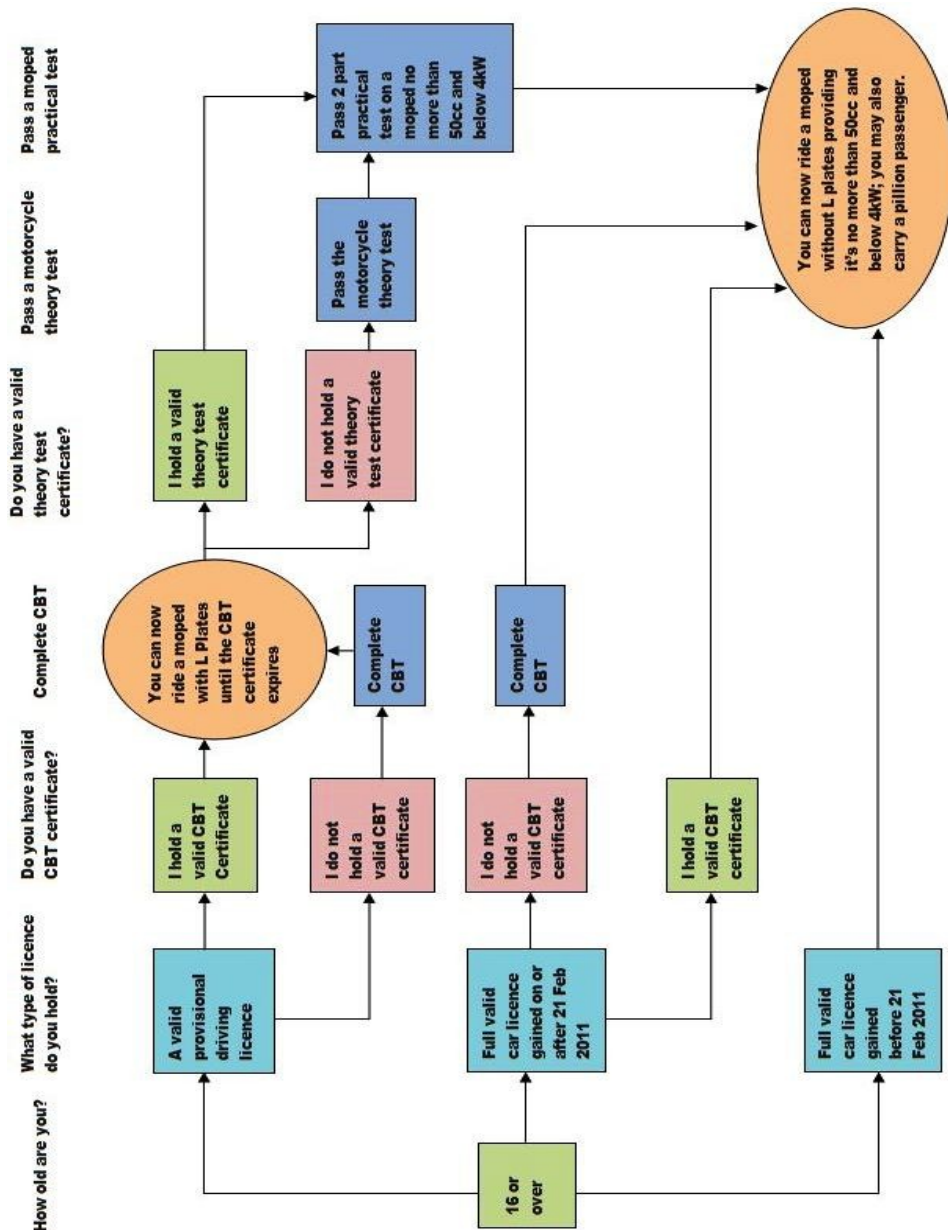
### **GROW – Model (Based on Whitmore 2006)**

The GROW model is based around the theory that using questions rather than instructions will foster change more readily. The acronym GROW stands for Goal, Reality, Options and Will. It provides a relatively simple framework for structuring a coaching session, and has been adopted by many training organisations.

- **Goal:** After discussion, a target to be reached in the session should be developed.
- **Reality:** It is important that this session is grounded in reality. The person being coached should be able to assess their present situation, and give concrete examples of their performance to date. Feedback should be provided at this point.
- **Options:** This stage offers the opportunity for the person being coached to suggest possible courses of action, and together with any that the coach puts forward, these should be evaluated and a choice arrived at.
- **Will:** The final part of the process involves the person being coached making decisions and having the willpower to commit to them. Future steps to be taken should be confirmed and the coach should agree with the client how they will be supported through the ongoing development process.

### Appendix 9a

Licence Acquisition – Category AM - Mopeds (50cc or less) from 01 February 2014

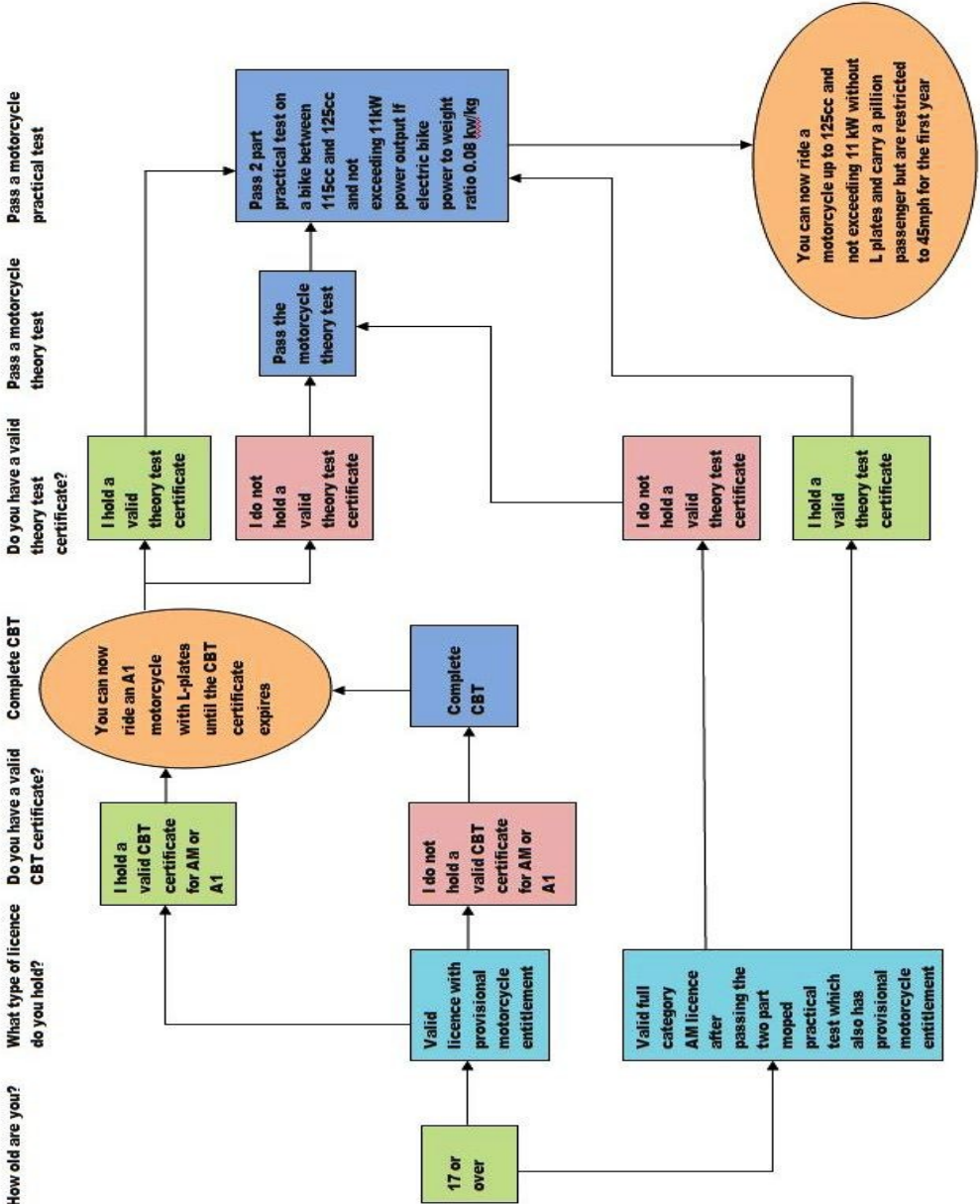


Search [www.nidirect.gov.uk](http://www.nidirect.gov.uk) for new rules for mopeds and motorcycles and for more information.



### Appendix 9b

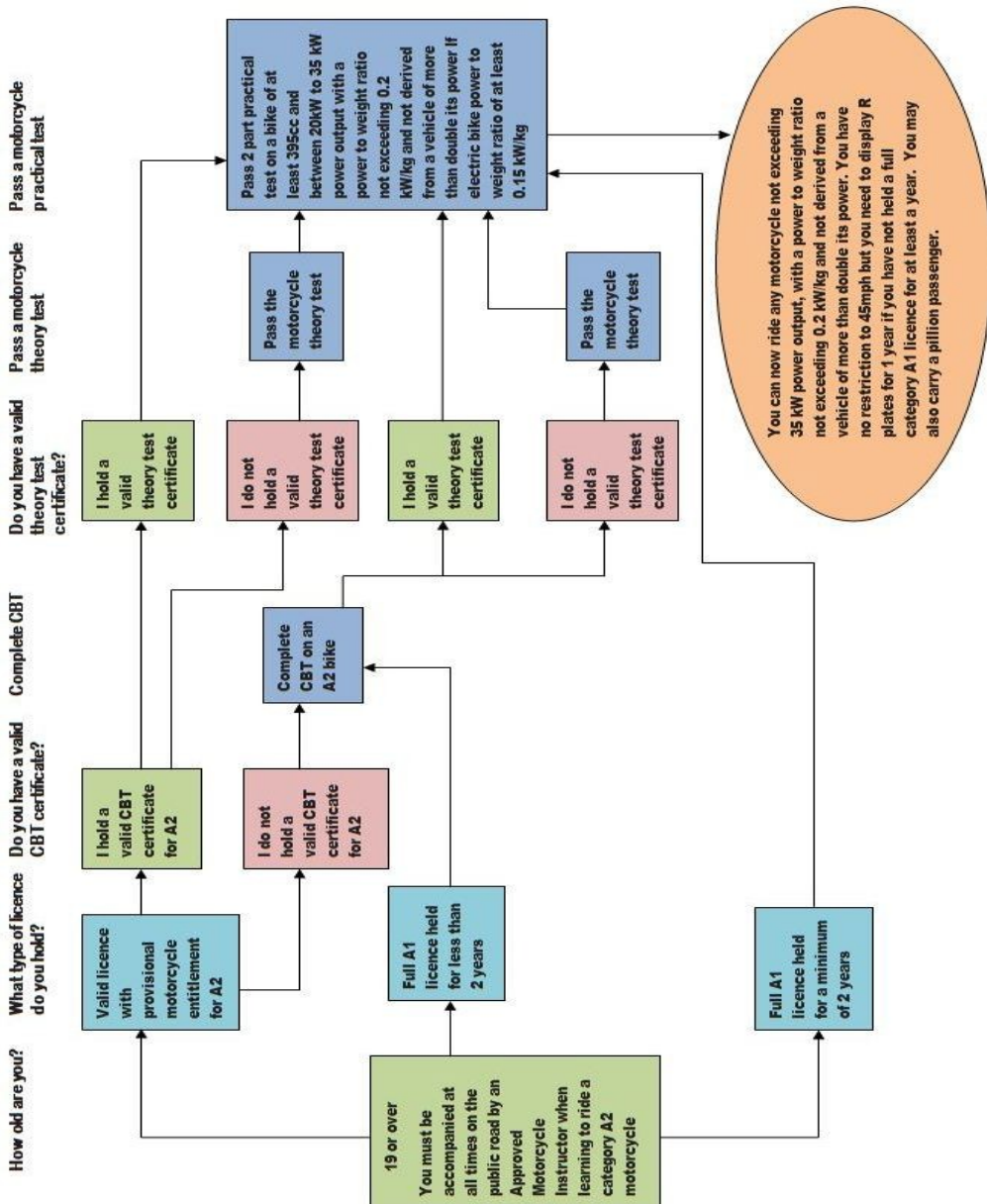
Licence Acquisition – Category A1- light motorcycle (up to 125cc not exceeding 11kW) from 01 February 2014



Search [www.nidirect.gov.uk](http://www.nidirect.gov.uk) for new rules for mopeds and motorcycles and for more information.

### Appendix 9c

Licence Acquisition – Category A2- motorcycle (medium motorcycles up to 35kW) from 01 February 2014

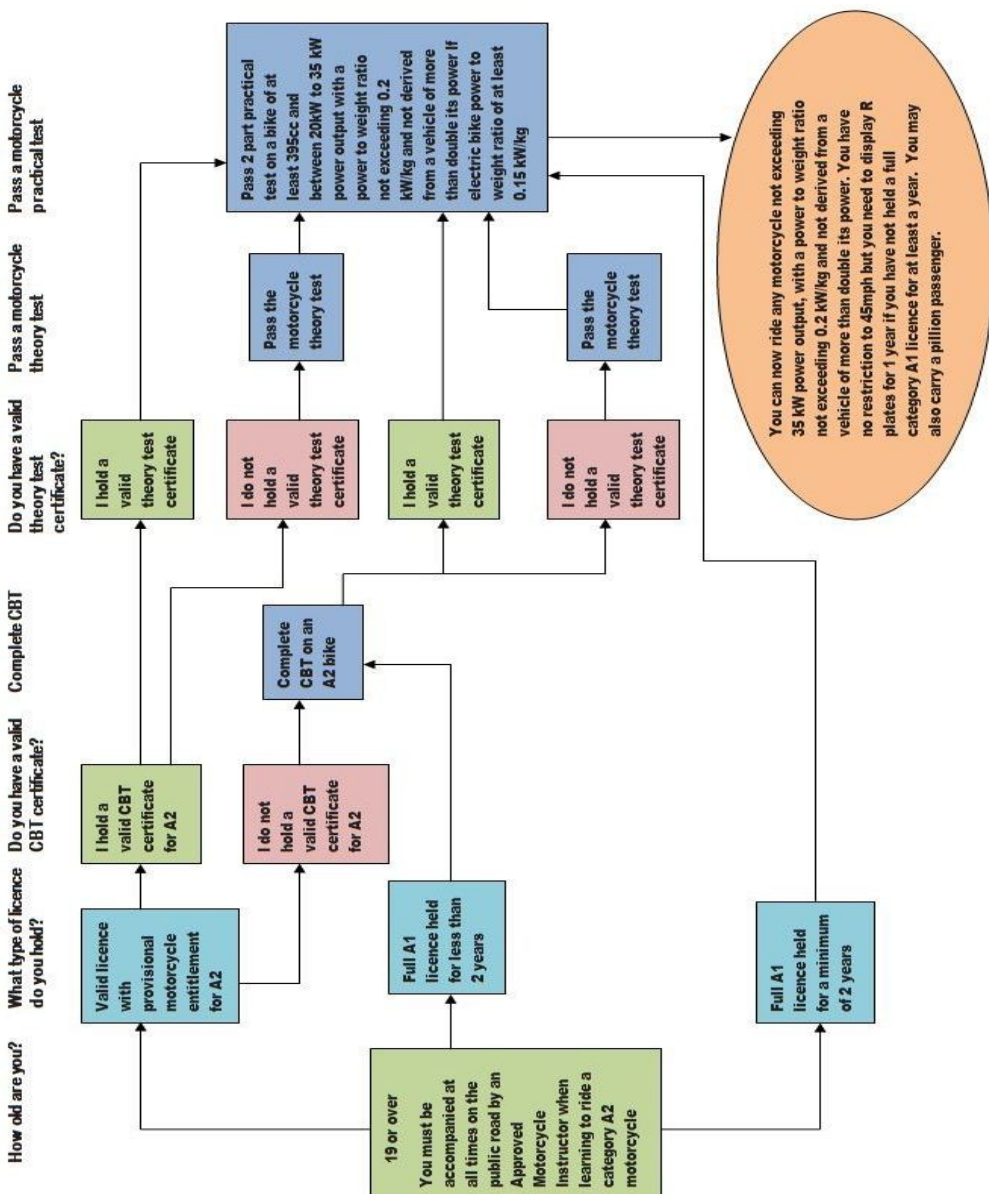


Search [www.nidirect.gov.uk](http://www.nidirect.gov.uk) for new rules for mopeds and motorcycles and for more information.



### Appendix 9d

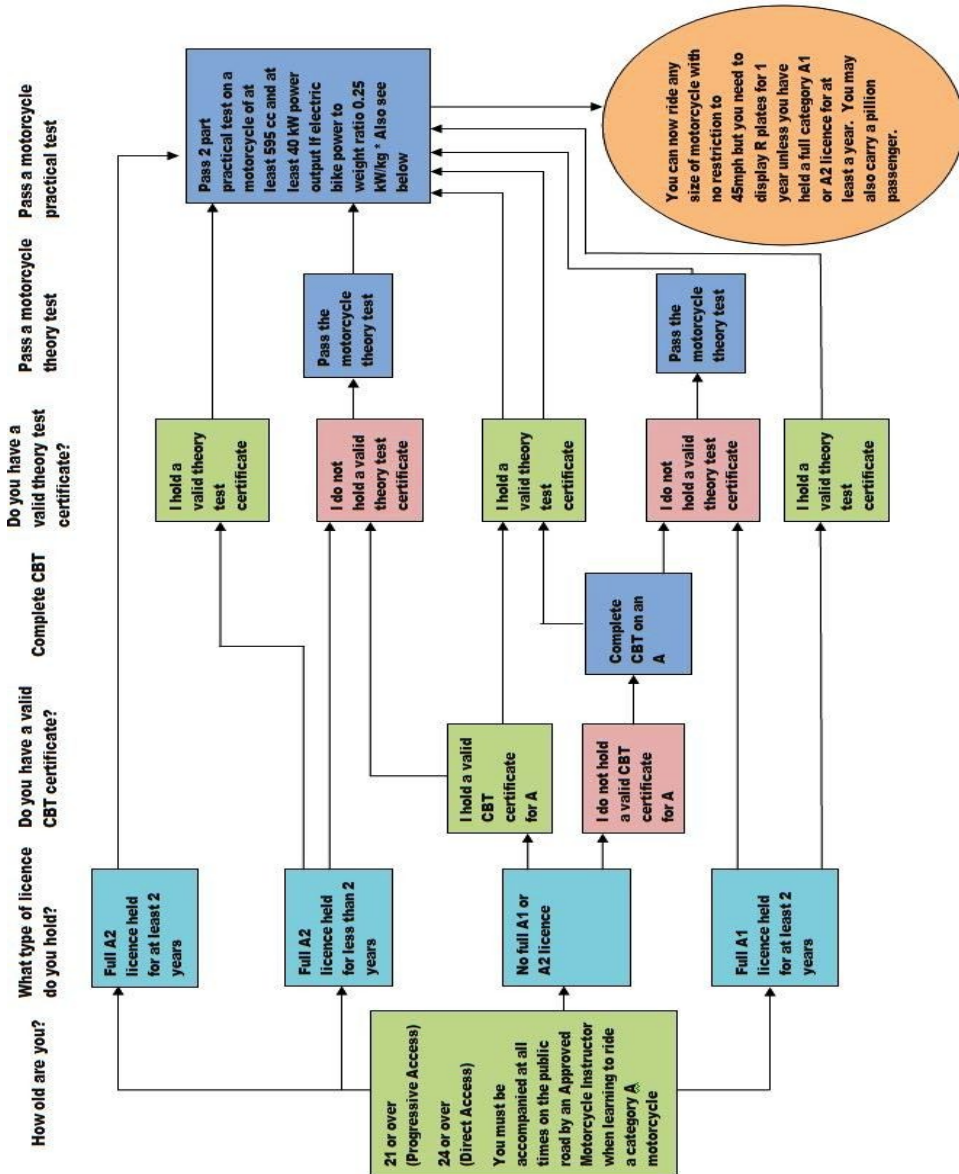
Licence Acquisition – Category A – unlimited in size and power (age 21 to 23) from 01 February 2014



Search [www.nidirect.gov.uk](http://www.nidirect.gov.uk) for new rules for mopeds and motorcycles and for more information.

**Appendix 9e**

Licence Acquisition – Category A – unlimited in size and power (age 24 or over) from 01 February 2014



Search [www.nidirect.gov.uk](http://www.nidirect.gov.uk) for new rules for mopeds and motorcycles and for more Information.

\* From 31 December 2018 the motorcycle must; have an unladen mass more than 175 kg; be at least 595cc if powered by an internal combustion engine; have a power rating of at least 50kW (67.05 bhp); and have a power to weight ratio of at least 0.25 kilowatts per kilogram if it is powered by an electric motor.



### **Annex 1:**

#### RECOMMENDED READING LIST

- The Official Highway Code for Northern Ireland
- Know Your Traffic Signs
- The Official DSA Guide to Learning to Ride
- The Official DSA Guide to Riding – The Essential Skills
- Your Guide to Becoming an Approved Motorcycle Instructor (AMI) & Information Manual (DVA)
- The Driving Instructors Handbook (Kogan Page)
- Practical Teaching Skills for Driving Instructors (Kogan Page)
- The Motor Vehicles (Driving Licences) Regulations 1996
- The Motor Vehicles (Driving Instruction) Regulations (NI) 2010
- DL8 – Motorcycle Driving Test Pass Certificate (L test)
- DL8M/C – Motorcycle Manoeuvres Test Pass Certificate (L test)
- DL9 – Motorcycle Driving Test Report (L test)
- DL9 M/C – Motorcycle Driving Test Report (Manoeuvres Test) (L test)
- AMI 9 – Test 1 & 2, Eyesight and Riding Technique (Part 2)
- DSA Safe Riding Syllabus & Standard
- Can Drivers Really Teach Themselves?  
(A Practitioner’s Guide to Using Learner Centred and Coaching Approaches in Driver Education) by Ian Edwards (MSc, Dip ASM)

## Annex 2:

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

<p><b>Armagh</b> 47 Hamiltonsbawn Road Ballynahome More Armagh BT60 1HW (028) 3752 2699</p>		<p><b>Ballymena</b> Pennybridge Industrial Estate Larne Road Ballycraigy Ballymena BT42 3ER (028) 2565 6801</p>
<p><b>Belfast/Headquarters</b> or 66 Balmoral Road Malone Lower Belfast BT12 6QL (028) 9068 1831</p>		<p><b>Belfast/Dill Road</b> Castlereagh Road Lisnasharragh Belfast BT6 9HT (028) 9068 1831</p>
<p><b>Coleraine</b> 2 Loughan Hill Industrial Estate Gateside Road Loughan Hill Coleraine BT52 2NJ (028) 7034 3819</p>		<p><b>Cookstown</b> Sandholes Road Coolkeeghan Cookstown BT80 9AR (028) 8676 4809</p>
<p><b>Craigavon</b> 3 Diviny Drive Carn Industrial Estate Tarsan Craigavon BT63 5RY (028) 3833 6188</p>		<p><b>Downpatrick</b> Cloonagh Road Flying Horse Road Ballymote Upper Downpatrick BT30 6DU (028) 4461 4565</p>
<p><b>Enniskillen</b> Chanterhill Road Moneynoe Glebe Enniskillen BT74 6DE (028) 6632 2871</p>		<p><b>Larne</b> Ballyboley Road Ballyloran Larne BT40 2SY (028) 2827 8808</p>
<p><b>Lisburn</b> Ballinderry Industrial Estate Ballinderry Road, Knockmore Lisburn BT28 2SA (028) 9266 3151</p>		<p><b>Londonderry</b> New Buildings Industrial Estate Victoria Road Ballyore Londonderry BT47 2SX (028) 7134 3674</p>
<p><b>Londonderry</b> Unit 4 Glenaden Complex Altnagelvin Industrial Estate Londonderry BT47 2ED (028) 7134 3674</p>		<p><b>Mallusk</b> Commercial Way Hydepark Industrial Estate Grange of Mallusk Mallusk BT36 4YY (028) 9084 2111</p>





<p><b>Newry</b>          51 Rathfriland Road          Carneyhough          Newry          BT34 1LD          (028) 3026 2853</p>	<p><b>Newtownards</b>          Jubilee Road          Scrabo          Newtownards BT23 4XP          (028) 9181 3064</p>
<p><b>Omagh</b>          Gortrush Industrial Estate          Derry Road          Mullaghmenagh Upper          Omagh BT78 5EJ          (028) 8224 2540</p>	

DVA Enquires: 0300 200 7861  
 (All calls charged at local rate)

### Useful telephone numbers

Business Support Unit, DVA  
 Telephone: 028 9054 7967

DVA (Licensing Enquiries)  
 Telephone: 0300 200 7861

DVA Theory test bookings  
 Telephone: 0300 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 9381 8788



### Glossary of Terms

ADI	- Approved Driving Instructor
AMI	- Approved Motorcycle Instructor ANI - Access Northern Ireland
BHP	- Brake Horse Power BS- British Standard
BSI	- British Standards Institute
BSU	- Business Support Unit (Deals with all ADI, PDI, AMI, PMI & CBT issues)
CBT	- Compulsory Basic Training
CC	- Cubic Capacity (Engine size)
DOE	- Department of the Environment
DSA	- Driving Standards Agency (Mainland UK)
DVA	- Driver & Vehicle Agency (Both Testing & Licensing)
DVLA	- Driver & Vehicle Licensing Agency (Mainland UK)
DVLNI	- Driver & Vehicle Licensing Northern Ireland
DVTA	- Driver & Vehicle Testing Agency EC - European Community
EEC	- European Economic Area EU - European Union
LGV	- Large Goods Vehicle
kW	- Kilowatts
KPH	- Kilometres Per Hour
MOT	- Ministry of Transport (Vehicle Road Worthiness Certificate)
MPH	- Miles Per Hour
OSM	- Observation, Signal, Manoeuvre PCV - Passenger Carrying Vehicle
PDI	- Potential Driving Instructor
PMI	- Potential Motorcycle Instructor PSL - Position, Speed, Look
PST	- Pre-Set Test (Refers to AMI qualifying examination)
PTT	- Push to Talk (Refers to radio equipment)
Q & A	- Question and Answer Technique
UNECE	- United Nations Economic Commission for Europe



### Test Forms

- AMI9 - Test of Riding Technique Report Form
- AMI22 - Test of Instructional Ability Report Form
- AMI26 CT - Test of Continued Ability to Instruct Report Form (Check Test)
- AMI25 CBT - Compulsory Basic Training Monitoring Form
- DL8 - Practical On-Road Riding Test Pass Certificate
- DL8 M/C - Practical Off-Road Riding Test Pass Certificate
- DL9 - Practical Driving Test Report Form
- DL9 M/C - Practical Off-Road Test Report Form
- DL196NI - Compulsory Basic Training Pass Certificate



- Approved Training Bodies & Certified Motorcycle Instructors Information Manual - DSA
- DT1 – Notes for Guidance for Driving Examiners
- Motor Vehicles (Driving Instruction) Regulations (Northern Ireland) 2010
- Motor Vehicles (Driving Licences) Regulations (Northern Ireland) 1996
- Northern Ireland Trading Standards Service
- The Official DSA Guide for Driving Instructors (Out of print)
- The Official DSA Guide to Riding – the essential skills
- The Official DSA Guide to Learning to Ride
- The Official DSA Theory Test for Motorcyclists
- Your Guide to Becoming an Approved Driving Instructor (DVA)

### Web Sites

- [AccessNI Code of Practice \(PDF 147 KB\)](#)
- [www.nidirect.gov.uk/motoring](http://www.nidirect.gov.uk/motoring)
- [www.gov.uk/government/publications/applying-for-a-passport](http://www.gov.uk/government/publications/applying-for-a-passport)
- [www.hseni.gov.uk/riddor\\_booklet.pdf](http://www.hseni.gov.uk/riddor_booklet.pdf)