

Q-Ride Unrestricted (R) Course



Rider Training Manual

The Department of Transport and Main Roads (TMR) would like to acknowledge the VicRoads Motorcycle Licensing Program developed by Transport and Road Safety Research at the University of New South Wales as a key source contributing to the development of the *Q-Ride Unrestricted (R) Course Rider Training Manual*; components of the VicRoads Motorcycle Licensing Program have been adapted to Queensland requirements. TMR would also like to acknowledge the contributions of VicRoads and the Queensland Motorcycle Licensing Advisory Group in the development of this course, their assistance is acknowledged and is greatly appreciated.

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Course overview

The unrestricted (R) licence course is a training and assessment program designed to help riders reinforce their riding knowledge and motorcycle handling skills, and further develop higher order thinking and risk management strategies. The objectives of the course are to enhance and reinforce riders' knowledge and skills in managing routine and more complex riding situations on a more powerful motorcycle, to reinforce appropriate riding attitudes, and to minimise the likelihood of harm due to inappropriate riding skills, behaviours or risk management strategies. The course forms part of an integrated motorcycle riding training and assessment program encompassing a pre-learner course, theory assessment, and a restricted (RE) licence course. The course is designed for riders who have completed the pre-learner and restricted licence courses and have significant on-road riding experience.

The course curriculum provides a balanced program, presented in a logical and progressive manner, with the sequence, structure and timing of activities designed to support knowledge and skill enhancement. The curriculum relies on the system of specifying the value, purpose and direction of training, emphasising critical elements, and personalised coaching and feedback to reinforce skills. The course is competency based, with each competency element assessed as competent or not yet competent; participants will only successfully complete the course if they demonstrate all competencies.

The course adopts a blended approach to learning including theory based teaching, demonstrations, coaching and practice through doing. Individualised feedback is provided throughout the course allowing participants to learn through experience. This interaction also facilitates self-reflection and the use of higher order thinking, which positively influences on-road behaviour and attitudes to road safety.

Basic course structure

The course structure and module plan present the course over half a day.

Session descriptions	Duration	Example running times	
		Start	Start
Modules 1 to 7 <ul style="list-style-type: none">▪ Introduction▪ Simulated road ride▪ Road ride prebrief▪ Road ride▪ Road ride debrief▪ Course close	210 minutes	8.00am	1.00pm
		11.30am	4.30pm

Module plan

Modules		Key content
M1.	Introduction <i>Presenter</i> 10 minutes Relocate to training area 5 minutes	<ul style="list-style-type: none"> ▪ Introductions ▪ Workplace health and safety briefing ▪ Overview of course content and structure
M2.	Equipment and training area safety <i>Presenter</i> 10 minutes	<ul style="list-style-type: none"> ▪ Training area safety rules ▪ Hand signals ▪ Issue high visibility vests, protective gear and motorcycles
M3.	Simulated road ride <i>Instructor→trainer</i> 30 minutes	<ul style="list-style-type: none"> ▪ Controls (throttle, brakes, gears, mirrors, indicators) ▪ Road rules (giving way) ▪ Riding skills (posture, move off, riding curves, slow ride) ▪ Roadcraft (observing, responding to riding environment)
M4.	Road ride prebrief <i>Presenter→trainer</i> 10 minutes	<ul style="list-style-type: none"> ▪ Procedures (hand signals, ride formation, separated/lost) ▪ Applying road rules and roadcraft
M5.	Road ride <i>Presenter→facilitator</i> 120 minutes	<ul style="list-style-type: none"> ▪ Riding tasks <ul style="list-style-type: none"> ▪ Ride in traffic (high and low density) ▪ Merge onto a high speed road (100km/hr or higher) ▪ Ride through a roundabout ▪ Ride through controlled and uncontrolled intersections ▪ Turn left and right at a T-intersection or crossroad ▪ Ride on a multi-lane road ▪ Ride through a curve (preferably a series of curves) ▪ Perform a u-turn ▪ Perform a hill start ▪ Park on the side of the road ▪ Move from a parked position on the side of the road ▪ Discussions <ul style="list-style-type: none"> ▪ Roadcraft ▪ Making choices ▪ Role modelling ▪ Group riding ▪ Protective gear
M6.	Road ride debrief <i>Coach</i> 15 minutes	<ul style="list-style-type: none"> ▪ Road ride experience (what was encountered) ▪ Self-reflection (strengths and improvement areas) ▪ Feedback (strengths and improvement areas)
M7.	Course close <i>Coach</i> 10 minutes	<ul style="list-style-type: none"> ▪ Licence requirements and motorcycle specific road rules ▪ Strategies to reduce risk ▪ Competency declarations

Module 1. Introduction

Time: 10 minutes

Context

Objectives

- The objectives of this module are to:
 - Introduce the trainer and participants to establish a positive learning environment.
 - Ensure participants understand the requirements and structure of the course.
 - Brief participants on workplace health and safety matters.

Prerequisites

- Nil.

Location

- Classroom.

Resources required

- Overview of course structure (PowerPoint, whiteboard or laminated cards).

Set up

- Participants seated with a clear view of the trainer.

Delivery - presenter

Introduction

- Welcome participants and provide a brief personal background about riding and experience as a trainer.
- Invite participants to outline their reasons for undertaking the course and their riding experience.

Presentation

- **Overview of the course**
 - Revised in 2016 as part of a holistic review of motorcycle licensing in Queensland.
 - Designed to enhance and reinforce knowledge and riding skills on a more powerful motorcycle.
 - Competency based; participants must demonstrate all competencies to successfully complete the course.
 - Outline of course content.

Course overview

Introduction

Simulated road ride

Road ride prebrief

Road ride

Road ride debrief

Course close

- **Overview of workplace health and safety matters**
 - Emergency procedures for evacuation.
 - Amenities (toilets, smoking areas).
 - No access areas.
 - Mandatory use of protective gear.
 - Fatigue and hydration advice.
 - Following the instructions of the trainer.
 - Letting the trainer know of any medical requirements (can be raised privately).

Competence assessment

Method

- Not applicable.

Criteria

- Not applicable.

Notes

Safety

- A workplace health and safety briefing is a requirement of all workplaces in Australia.
- If for some reason a participant is absent for all or part of the workplace health and safety briefing they must not continue the course or enter the training area until they have received the full briefing.

Additional information

- Introductions can help promote respectful and valuable discussions throughout the course if participants don't know each other.
- Adult learning is enhanced if participants have a clear understanding of the course aims and content from commencement of the course.
- Visual reinforcement of the content (PowerPoint, whiteboard or laminated cards) aids understanding.

Post module preparation

At the end of this module participants relocate to the training area.

Module 2. Equipment and training area safety

Time: 10 minutes

Context

Module objectives

- The objectives of this module are to ensure participants:
 - Have correctly fitted protective gear for the course.
 - Have an appropriate motorcycle for the course.
 - Understand the training area rules and hand signals.

Prerequisites

- Participants have completed Module 1.

Location

- Training area.

Resources required

- A high visibility vest for each participant.
- A range of protective gear (optional).
- A range of class R training motorcycles (optional).

Set up

- Participants positioned with a clear view of the trainer.

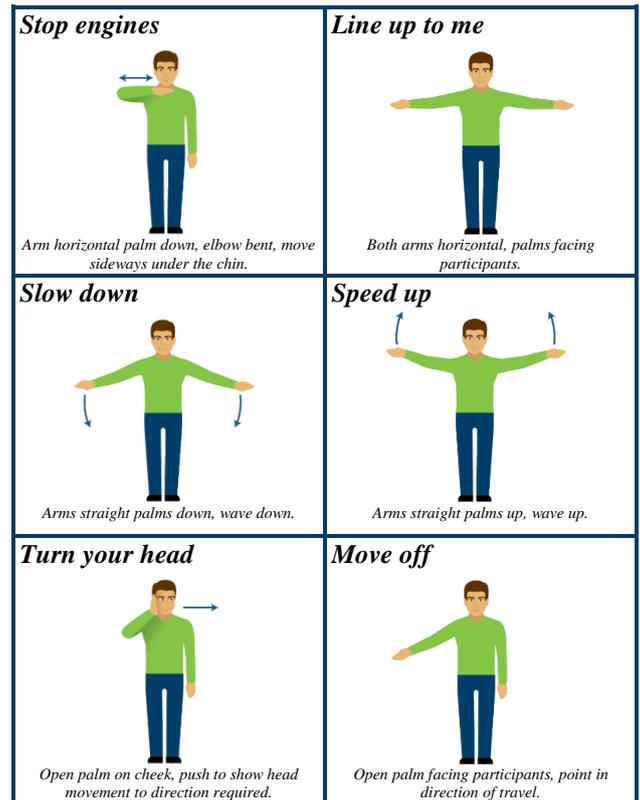
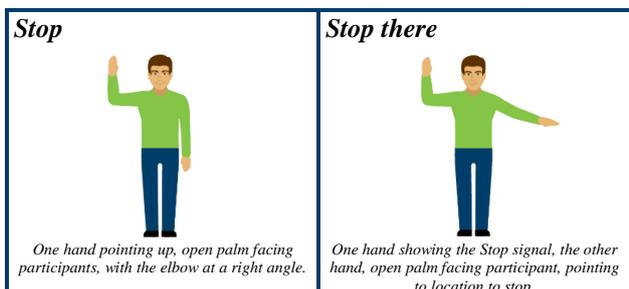
Delivery - presenter

Introduction

- To support safety and clear communication participants must wear protective gear, and understand and comply with the training area rules and some basic hand signals.

Explanation

- **Protective gear and vests**
 - Trainer ensures participants have:
 - Helmet - compliant, correctly fitted and fastened.
 - Eye protection - visor or protective eyewear.
 - Jacket and long pants - no exposed skin.
 - Gloves - secured at wrists.
 - Sturdy footwear.
 - Trainer allocates high visibility vests to participants.
- **Rules**
 - High visibility vests must be worn in the training area.
 - Protective gear must be worn for feet up riding and when sitting on a motorcycle with the engine running.
 - All training area riding is to be under 40km/hr, and conducted in first, second or third gear.
 - Participants must not overtake unless instructed.
- **Hand signals**
 - Trainer demonstrates the training area hand signals.



Recap and link to next module

- Reiterate the importance of the rules and hand signals.
- Now that we understand the training area rules we will do a simulated road ride.

Competence assessment

Method

- Questions and answers during the module.

Criteria

- Participants can state the training area rules.
- Participants can identify and interpret all hand signals.

Notes

Safety

- Trainer must monitor the correct use of protective gear, in particular that helmets are correctly fitted and fastened, and visors are down.

Additional information

- Trainer might provide protective gear if a participant has inappropriate clothing; gear must be in good condition.
- Hand signals are essential due to the background noise and impaired hearing caused by wearing a helmet.

Module 3. Simulated road ride

Time: 30 minutes

Context

Module objectives

- The objective of this module is to ensure participants can demonstrate road riding skills and tactics in a simulated traffic environment.

Prerequisites

- Participants have completed Module 2.

Location

- Training area.

Resources required

- Motorcycle for each participant.
- Markers to create simulated traffic environment.

Set up

- Motorcycles side-by-side in a line, parked in FIRST GEAR.
- Markers set up to simulate the traffic environment.
 - Three lanes on one side of the training area - passing lane and stopping lane, one entering the roundabout.
 - The stopping lane has a stop sign.
 - Roundabout – 5m diameter, 1.5m wide lane.
 - Exit from the roundabout to the straight lane is a give way sign.
 - Obstacle avoidance in a curve scenario.
 - Curves and turns.
- Participants positioned to observe the demonstration.

Delivery - instructor→trainer

Introduction

- Riding is a complex task requiring good perception and judgement, and the execution of simultaneous tasks.
- Participants must demonstrate a safe riding standard to progress to the road ride.

Explanation

- This module simulates a traffic environment and the skills required to undertake the road ride.
- **Controlled braking**
 - Safely come to a controlled stop at a given location.
 - *Mirrors, brakes, gears.*
- **Steering and obstacle avoidance**
 - Effectively avoid obstacles in curves.
 - *Look, push, go.*
- **Turns**
 - Effectively navigate turns using indicators.
 - *Look, mirrors, turn your head.*
- **Riding curves**
 - Smoothly navigate curves applying a low risk line.
 - *Look, slow down, move away.*
- **Slow riding**
 - Effectively use low speed manoeuvring skills to navigate turns.

- Posture, controls.

• Roadcraft

- Apply roadcraft tactics to anticipate and respond to the riding environment; maintaining a crash avoidance space, selecting safe gaps and 'letting in' participants.
 - *Look, slow down, move away.*

• Riding posture

- Demonstrate good riding posture.
 - Feet, knees, seat, back, arms, wrists, head.

Demonstration

- Trainer positions participants on the inside of the training area.
- Trainer performs a normal demonstration of the complete simulated road ride.
 - Approaching and navigating a roundabout (braking, slow riding, turns, indicating).
 - Approaching and moving off from a 'GIVE WAY sign' (slow riding, turns, indicating).
 - Avoiding an obstacle in a curve (riding curves, steering).
 - Stopping to avoid a hazard (braking to a point).
- Trainer repeats the demonstration at least *two times*.

Practice

- Participants indicate they are ready to commence by putting their visor down and giving the 'thumbs up' signal.
- Participants practise the complete simulated road ride in a anti-clockwise direction for at least *20 minutes*.
 - Participants must use indicators appropriately when turning and merging.

Feedback

- Focus on roadcraft tactics; '12, 6, 3', appropriate speed and good road positioning.
- Emphasise the *look, push, go* steering technique.
- Reinforce two stage braking.
- Focus on participants choosing a low-risk line for riding curves; *start wide, buffer, finish tight*.
- Reinforce using mirrors and head checks.

Recap and link to next module

- Reinforce the complexities of riding in the real world and the need to continue to hone good riding skills and habits.
- This module is the only module on the training area; we will now progress to the road ride.

Competence assessment

Method

- Observation of participants during the module.

Criteria

- Participants demonstrate a safe riding standard in operating the motorcycle's controls, braking, steering, making turns, riding curves, slow riding, roadcraft and complying with road rules.

- Participants perform head checks prior to moving off, making turns and merging.

Notes

Safety

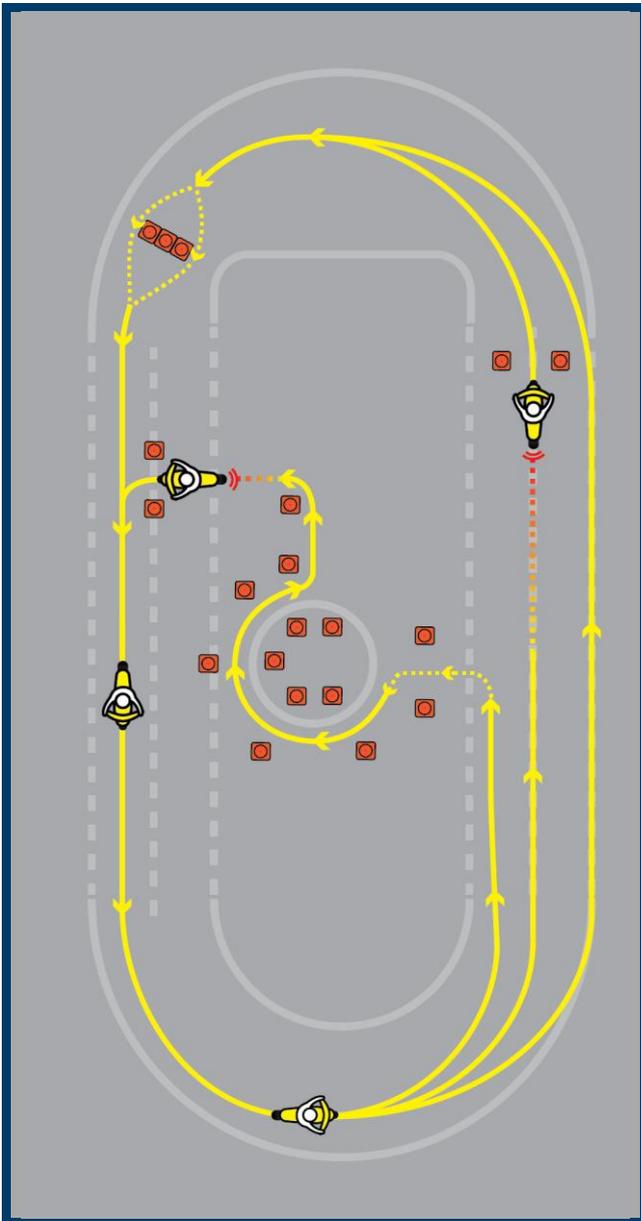
- Trainer must ensure participants maintain safe spacing.
- If a participant doesn't demonstrate a safe riding standard in this module, such that the participant represents a danger to themselves or other road users, they are to be assessed as not yet competent, prevented from attempting the road ride, and directed to additional training or support.

Additional information

- This module provides a check that participants can satisfactorily control their motorcycle, and safely interact with other road users prior to undertaking the road ride.

Diagrams

Example layout



Module 4. Road ride prebrief

Time: 10 minutes

Context

Module objectives

- The objectives of this module are to ensure participants:
 - Understand the requirements of the road ride.
 - Can explain the procedures for the road ride including hand signals, formation and separation from the group.

Prerequisites

- Participants have completed Module 3 and have demonstrated an ability to ride safely.
- Participants demonstrate skills and behavior indicating they understand the risks associated with riding and won't pose a danger to themselves or others during the road ride.

Location

- Training area.

Resources required

- Hand signal diagram cards.
- Road ride map/s (laminated cards).

Set up

- Participants positioned with a clear view of the trainer.

Delivery - presenter → trainer

Introduction

- The road ride provides an opportunity for participants to demonstrate they can ride to the standard required to progress to an unrestricted licence. It also provides an opportunity for participants to receive on-road coaching.
- To support safety and clear communication during the road ride there are a number of rules and hand signals participants must understand and comply with.

Explanation

- **Route**
 - Trainer explains the route that will be taken, indicating stopping locations.
 - Sections are relatively short with minimal navigation; at each stop directions to the next stop will be given.
- **Hand signals**
 - Trainer gives participants diagram cards showing the six key hand signals for the road ride. Trainer explains each signal and when it may be used during the ride.
- **Ride formation**
 - Trainer leads one section with all participants following in staggered formation or single file, with a minimum spacing of 3 seconds from the rider in front.
 - Participants each lead one section, with the other participants and trainer following.
 - After leading a section the participant joins the group in the position instructed by the trainer.
 - Participants should remain in order; after leading the participant joins the end of the group and the participant in second position leads the next section.
 - There should be no intentional overtaking.

- When stopping at traffic lights the group is to be in staggered formation (to get through the lights).
- When stopping at the side of the road participants are to pull up side-by-side, rear to kerb at a 30 degree angle.

Riding

- Participants must choose their speed and road position, not simply follow those ahead; *ride your own ride*.
 - Apply good roadcraft; *look, slow down, move away*.
- Participants must comply with road rules and licensing requirements.
 - Provisional riders must display an L-plate clearly visible from 20m to the rear and carry their licence.
- Trainer observes participants' riding skills and behaviours to assess competence regarding:
 - Observation
 - Position
 - Speed management
 - Judgement
 - Controls
 - Road rules

Separation from group

- Participants should pull over in a safe and legal location and wait for the trainer if they become lost. Trainer will retrieve participants and return them to the group.
- Participants should not follow other participants who make a wrong turn, they should pull over in a safe and legal location and wait for instruction.

Recap and link to next session

- Reinforce that participants need to choose their own speed and road position, not blindly copy other participants.
- Now that we understand the road ride requirements and procedures we will progress to the road ride.

Competence assessment

Method

- Questions and answers during the module.

Criteria

- Participants can explain the road ride procedures including hand signals, formation, and separation from the group.

Notes

Safety

- Trainer must confirm each participant is physically and mentally fit and willing to proceed to the road ride. Trainer should consider excluding participants who exhibit:
 - Illness of physical fatigue that could affect ability to ride safely (headache, impaired vision).
 - Mental fatigue or emotional state that could affect decision making (inability to focus, argumentative).

Additional information

- Trainer must be familiar with the road ride route.
- Participants must be prepared to be away for 120 minutes.
 - Bring water and wet weather gear (if required).

Module 5. Road ride

Time: 120 minutes

Context

Module objectives

- The objective of this module is to ensure participants demonstrate safe riding skills and behaviours on the road.

Prerequisites

- Participants have completed Module 4.
- Participants demonstrate skills and behaviour indicating they understand the risks associated with riding and won't pose a danger to themselves or others during the ride.

Location

- Road.

Resources required

- Motorcycle for each participant and the trainer.
- Road ride assessment records.

Set up

- Motorcycles side-by-side in a line, in FIRST GEAR.
- Participants and trainer sitting on motorcycles in the ready position.

Delivery - presenter → facilitator

Structure

- Road ride consists of a series of six riding stages.
 - Trainer leads a section with all participants following in staggered formation or single file.
 - Participants each lead a section with other participants and trainer following in staggered formation or single file.
- During stops the trainer provides coaching and leads a discussion on an aspect of riding.

Riding tasks

Riding task		Minimum instances
Riding in traffic	Ride on a multi-lane road	Two
	Change lanes	Four
	Merge onto a high speed road (100km/hr or over)	Two
	Ride through a curve (preferably a series of curves)	Five
Navigating intersections	Ride through a controlled intersection	Ten
	Ride through an uncontrolled intersection	Two
	Ride through a roundabout	Two
	Turn at a T-intersection	Eight
	▪ Right turn	Five
	▪ Left turn	Three
	Turn at a crossroad	Eight
	▪ Right turn	Five
▪ Left turn	Three	
Performing manoeuvres	Perform a hill start	Two
	Perform a u-turn	Two
	Park on the side of the road	Three
	Move from a parked position on side of road	Three

- The numbers for each riding task are minimums; it's likely more than this will be covered during the ride.

Riding environment

Road infrastructure	Minimum areas
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Road types	Multi-lane roads	Two
	Marked roads	Ten
	Unmarked roads	One
	Narrow roads	One
	Curves (preferably a series of curves)	Five
Intersections	Crossroads	Ten
	T-intersections	Ten
	Roundabouts	Two
	Controlled intersections	Ten
	▪ STOP sign	Three
	▪ GIVE WAY sign	Five
	▪ Traffic signals	Two
	Uncontrolled intersections	Two
Multi-lane intersections	One	
Speed zones	High speed zones (100km/hr or over)	Two
	Lower speed zones (60km/hr or lower)	Two
Traffic density	High traffic density areas	Two
	Low traffic density areas	Three
Crossings	Pedestrian crossing	One

- The numbers for each road infrastructure type are minimums; it's likely more than this will be covered during the ride.

Discussion stops

Structure

- Trainer coaches participants on their performance and encourages self-reflection; discusses their experience, any issues encountered, and provides personalised feedback on strengths and areas for improvement.
 - Trainers should not overload participants; if multiple issues are relevant the most important should be prioritised and less important feedback deferred.
- Trainer provides directions to the next stop, confirming understanding with the lead rider for that section.

Discussions

Topics	Key discussion points
Roadcraft	<p>Introduction</p> <ul style="list-style-type: none"> Gaining experience makes riders more comfortable and confident, but riders must ensure experience doesn't lead to complacency. Regardless of experience, consistent application of roadcraft tactics is a vital for safe riding. <p>Discussion</p> <ul style="list-style-type: none"> Trainer opens with a scene setting question, for example: <ul style="list-style-type: none"> Which tactic do you find easiest to use? What strategies do you apply to minimise your risk? Trainer leads a group discussion exploring good roadcraft. <ul style="list-style-type: none"> <i>Vigilant observation.</i> <ul style="list-style-type: none"> Have your observation skills improved over time? What influences where and how you look? <i>Managing your speed.</i> <ul style="list-style-type: none"> Are you constantly making last second corrections? Do you always keep at least a 3 second crash avoidance space? What influences whether you do? <i>Keeping a good road position.</i> <ul style="list-style-type: none"> How do you maximise 'seeing' and 'being seen'? <i>Attitude, expect the unexpected.</i> <ul style="list-style-type: none"> What contributes to 'bad' roadcraft? Does anyone know what 'inattentive blindness' is? How do you minimise the risk? <ul style="list-style-type: none"> Inattentive blindness is the failure to notice a clearly visible but 'unexpected' object because attention is engaged on other tasks or objects. Drivers sometimes fail to see a rider because they don't expect them.

Topics	Key discussion points
Making choices	<p>Introduction</p> <ul style="list-style-type: none"> Riders can't control the road environment but they can control their choices. Excellent technical skills won't keep a rider safe if they make risky decisions. <p>Discussion</p> <ul style="list-style-type: none"> Trainer opens with a scene setting question, for example: <ul style="list-style-type: none"> What are your motivations for riding? Why do you ride? Trainer asks participants to rate the health related quality of life they would be happy with on a scale of 1 to 10. <ul style="list-style-type: none"> '1' being requiring daily assistance with personal care due to a major disability and '10' being an extreme athlete. Trainer then asks participants to rate their riding choices on a scale of 1 to 10. <ul style="list-style-type: none"> '1' being choices that eliminate practically all risks and '10' being extreme risk taking. Trainer asks participants to compare their ratings, questioning whether their riding choices support the quality of life they want (to be aligned the scores should total 10). <ul style="list-style-type: none"> For example, if a participant has a quality of life score of 7 and a riding choices score of 6 (total 13), they should be encouraged to question if their choices support their goals. Safe riding is more than complying with the rules, safe riding is the extra step, making choices that protect the rider. Trainer reinforces the importance of good riding choices. <ul style="list-style-type: none"> Choose an attitude, behaviours and riding conditions that support safe riding. Choose not to ride if your physical or emotional state will increase your risk. Trainer closes the discussion by asking participants to reflect on their riding and the choices they make (personal reflection, however may be discussed with the group if time permits). <ul style="list-style-type: none"> Do your choices align with the quality of life you want? How could you approach situations differently?
Protective gear	<p>Introduction</p> <ul style="list-style-type: none"> The right gear can make the difference between a nasty fall and an injury that means a rider never rides again. <p>Discussion</p> <ul style="list-style-type: none"> Trainer opens with a scene setting question, for example: <ul style="list-style-type: none"> What protective gear do you never leave home without? Has anyone had a close call when riding? Trainer leads a group discussion exploring the importance of protective gear. <ul style="list-style-type: none"> Protective gear is your first line of defence in a crash; always dress to survive the ride. <ul style="list-style-type: none"> Does your choice of gear change depending on the trip? Why? Do you ever not wear protective gear on the road? When? Apart from your helmet, what do you think is the most important gear?
Group riding	<p>Introduction</p> <ul style="list-style-type: none"> Group riding affects behaviour and attitudes, positively and negatively depending on the situation. Experienced riders have a responsibility to ensure their influence on the group is positive. <p>Discussion</p> <ul style="list-style-type: none"> Trainer opens with a scene setting question, for example: <ul style="list-style-type: none"> Has anyone had experience riding with a group? What makes a good group ride? Trainer leads a group discussion exploring group riding. <ul style="list-style-type: none"> Ride with people whose motivations and attitudes are similar to yours. <ul style="list-style-type: none"> How can peer pressure affect behaviours or riding style? What can you do if you find yourself riding with a group that takes too many risks? Plan ahead to ensure the group knows the route and stops. Take responsibility; respect and protect group members. <ul style="list-style-type: none"> What can you do to protect riders in your group? <ul style="list-style-type: none"> Ride to the least experienced rider's ability. Offer guidance and encouragement.
Role modelling	<p>Introduction</p> <ul style="list-style-type: none"> Experienced riders have a responsibility to ensure their behavior reinforces a positive community view of riders, and that their influence on new riders is positive and constructive. <p>Discussion</p> <ul style="list-style-type: none"> Trainer opens with a scene setting question, for example: <ul style="list-style-type: none"> What makes a good role model? Who do you look to as a role model for riding? Trainer leads a group discussion exploring role modelling. <ul style="list-style-type: none"> While growing in popularity motorcycles make up a small proportion of vehicles so riders may draw attention. <ul style="list-style-type: none"> What kind of attention will your riding get? What messages about riding are you sending to the community and new riders? Be aware of your behaviour and how it influences others. <ul style="list-style-type: none"> How could your behaviour influence new riders? Do you always demonstrate safe riding behaviours? Set a good example and support new riders. <ul style="list-style-type: none"> What makes a good role model for a new rider? How could you support new riders?

Competence assessment

Method

- Observation of participants during the module.
- Questions and answers during discussion stops.

Criteria

- Participants demonstrate, and can explain, tactics to reduce riding risks.
- Participants complete all riding tasks to the required standard.
 - Participants are assessed as not yet competent if they:
 - Demonstrate consistently unsafe riding behaviour.
 - Ride in a manner causing immediate danger, requiring another road user to take evasive action, or resulting in a collision.
 - Disobey a direction from the trainer or a police officer.
 - Drop, or fall off, the motorcycle.
 - Do not demonstrate an element of competency *four* or more times, or accumulate *ten* or more instances where they do not demonstrate any element of competency across all criteria.
 - For example, the participant doesn't perform a head check *four* or more times.
 - For example, the participant doesn't perform a head check three times, stalls the motorcycle three times, doesn't indicate three times and doesn't keep a 3 second crash avoidance space two times.

Notes

Safety

- Protective gear and a high visibility vest must be worn on the road ride.
- Trainer should terminate the road ride if a participant:
 - Rides in a manner causing immediate danger, requiring another road user to take evasive action, or resulting in a collision.
 - Disobeys a direction from the trainer or a police officer.
 - Drops, or falls from, the motorcycle.

Additional information

- Time should be relatively evenly divided between riding and discussions; for example six 12 minute riding sections and five 10 minute discussion stops.
- Alternating between leading and following participants allows the trainer to observe the participants' riding skills and behaviours while also allowing participants to learn by observing the trainer's riding style and techniques.
 - Leading the group early in the ride allows the trainer to role model the expectations for the ride.
- Reflection and feedback support the ongoing development of safe riding and decision making skills.
 - Individual, personalised feedback supports ongoing learning and skill development.
 - Providing feedback in a group provides all participants with additional learning opportunities.
- Coaching participants to provide answers, rather than presenting the information, aids the adoption of the ideas as their own in keeping with adult learning principles.
- Participants are not assessed on their navigational skills.

Context

Module objectives

- The objectives of this module are to ensure participants:
 - Understand their strengths and areas for improvement.
 - Can identify tactics or strategies to develop their riding.

Prerequisites

- Participants have completed Module 5.

Location

- Classroom.

Resources required

- Road ride assessment records.

Set up

- Participants seated with a clear view of the trainer.

Delivery - coach

Discussion

- Trainer asks participants, in turn, to reflect on their road ride; discussing their strengths, areas for improvement, and strategies to develop their riding.
- Trainer provides coaching and feedback on the road ride.
 - Trainer should be as positive as possible; reinforcing areas of strength, and identifying and providing advice on areas for improvement.
- Trainer debriefs the group on tactics and strategies to strengthen all areas of the participants' riding.

Competence assessment

Method

- Questions and answers during the module.

Criteria

- Participants can explain their riding strengths and areas for improvement.
- Participants can identify tactics or strategies to develop their riding.

Notes

Additional information

- Reflection and feedback support the ongoing development of safe riding and decision making skills.
 - Individual, personalised feedback supports ongoing learning and skill development.
 - Providing feedback in a group provides all participants with additional learning opportunities.

Context

Module objectives

- The objectives of this module are to ensure participants understand:
 - Licensing requirements and motorcycle specific road rules.
 - Strategies to reduce risk to self and others.

Prerequisites

- Participants have completed Module 6.

Location

- Classroom.

Resources required

- Course completion records for each participant, and a pen.
- Competency declarations or access to the online service.

Set up

- Participants seated with a clear view of the trainer.

Delivery - coach

Licence requirements and road rules

- Trainer prompts participants to discuss licensing requirements and road rules.
- Trainer confirms all points have been covered and explained if required.
 - Must wear an approved helmet (riders and passengers).
 - May ride any size motorcycle.
 - May only lane or edge filter if an open licence holder.
 - Provisional riders must:
 - Have zero blood alcohol concentration.
 - Display a P-plate clearly visible from 20m to the rear of the motorcycle.
 - Carry their licence (driver licence receipt if waiting for the licence in the mail).
- Trainer emphasises that completing the course doesn't give participants an unrestricted (R) licence; participants must apply online or attend a licence issuing centre to upgrade their licence.

Strategies to reduce risk

- Trainer discusses strategies to reduce participants' risk.
 - Continue to practise your skills; you need to continually hone your riding technique.
 - Choose who you ride with; ride with people who have similar riding motivations, respect other's riding abilities and value risk management.
- Trainer discusses strategies to support the safety of other riders.
 - Always role model safe riding behaviours; you don't know who's watching and what you might encourage.
 - Respect and protect other riders, especially new riders; when riding together ride to the least experienced rider's ability and support their skill development.

- Assist new riders develop their skills, encourage:
 - Practising in quiet streets; avoiding heavy traffic and complex intersections.
 - Riding at quiet times; avoiding congested traffic.
 - Practising where they know what to expect; avoiding unfamiliar areas.
 - Riding in good conditions; avoiding poorly lit roads, riding at night and in bad weather.

Closing

Process competency declarations (online or hardcopy) for successful participants.

Course safety, rules and training information

Safety

Training area safety

- Never stand directly in front of a motorcycle that's running.
- Never turn your back on a motorcycle that's running and pointed in your direction.
- Always turn off engines immediately after stopping.
- Never exceed 40km/hr in the training area.
- Always remove keys from motorcycles left unattended.
- Unused motorcycles must be located clear of training area.
- Untrained observers must be off the training area or standing beside the trainer.

Safety in training area

- Protective gear must be worn for all feet up riding and when sitting on a motorcycle with the engine running.
 - Visors must be down or other eye protection worn.
- Monitor motorcycle allocation and reallocate motorcycles if a more appropriate choice becomes apparent (if motorcycles provided).
- Always stand with your back facing a safe area and maximise the area you can observe. Never stand on the outside of a curve in the run wide area.
- Keep your eyes moving, never fix your attention to one area for more than a few seconds.
- Regularly check on other participants when coaching an individual.
- Always control the moving off of participants.
- Ensure participants have a minimum of 10m of straight riding before they need to turn when moving off.
- Participants should be stopped side-by-side, on the outside of the previous rider.
- Avoid making participants perform a tight turn to stop.
- If a participant stops in or near a turn, they should be relocated to a safe position to commence riding.
- Keep safe gaps between participants (moving or stopped).
- If participants stop or need to be stopped for instruction, they need to get clear of moving motorcycles; it's generally safer on the inside of the training area.

Safety on the road ride

- Protective gear and high visibility vests must be worn on the road ride.
- Keep your eyes moving; monitor all participants throughout the ride and discussion stops.
- Always stand with your back facing a safe area during discussion stops.
- Ensure all participants are ready before moving off after stops; visor down 'thumbs up'.
- Ensure adequate room for all participants to park at stops. Participants should stop side-by-side, not nose-to-tail.

Fatigue management

- Encourage participants to drink water throughout the course to minimise the effects of dehydration.

Rules

Participants

- A course may have a maximum of five participants; trainer to participant ratio of one to five.
 - Courses may not be combined with a trainer to participant ratio of two to ten.
- Participants must be appropriately licensed to ride, or learn to ride, an unrestricted (class R) motorcycle on the road.

Motorcycles

- Trainers must pre-ride and check all provided motorcycles to ensure they are in safe working order.
- Hand levers must be slightly loose to allow for angle adjustment to suit participants (if motorcycles provided).
- Trainer must ensure lever positions suit each participant.
- Learning can be enhanced or impaired by the motorcycle.
 - Motorcycles should support participants' experience and physical characteristics.
 - If a participant brings their own motorcycle the trainer must assess whether it's appropriate.

Dos and don'ts

- Do promote *look, slow down, move away* for hazards.
- Do promote the use of both brakes, with use of only the rear brake for manoeuvres at 'walking pace'.
- Don't promote beeping the horn or flashing headlights to manage a hazard as these can be misinterpreted and take focus and time from reducing speed and preparing to stop.
- Don't promote 'speeding up' as a response to a hazard; promote 'slowing down' as the most important response.
- Don't promote 'swerving' as an option to avoid an object; promote 'slowing down' as the most important response.
- Don't describe the rear brake as 'the slow speed brake'.
- Don't use the phrase 'cover the brakes', use the phrase 'set up the brakes'.
- Don't promote 'dragging the rear brake' into a curve; promote 'look ahead and gently roll off the throttle'.
- Don't make or endorse comments that describe car drivers as 'dumb', 'stupid', or 'out to get you'; defuse such comments with statements like, 'we all make mistakes'.

Training

Demonstrations

- Demonstrate how you want the activity performed; never demonstrate incorrect riding techniques.

Tips

- Never ask questions participants won't know the answer to; question to confirm learning or encourage reflection.
- Keep participants calm; people don't learn if they feel anxious, threatened or afraid.
- Focus feedback on one key area; don't overload participants. Be positive and immediate.