

LEVEL 1

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SAFE ROAD SKILLS AND ATTITUDES

Specification

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ISSUE 4

- Pearson Edexcel Level 1 Award in Safe Road Skills and Attitudes
- Pearson Edexcel Level 1 Certificate in Safe Road Skills and Attitudes

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This specification is Issue 4. We will inform centres of any changes to this issue. The latest issue can be found on our website: qualifications.pearson.com/en/qualifications/myskills.html

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Summary of Pearson Edexcel Level 1 Award/Certificate in Safe Road Skills and Attitudes specification Issue 4 changes

Summary of changes made between previous issue and this current issue	Page number
All references to the DVSA's Abridge Theory Test in the specification have been removed	Throughout

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Qualification titles covered by this specification

Pearson Edexcel Level 1 Award in Safe Road Skills and Attitudes

Pearson Edexcel Level 1 Certificate in Safe Road Skills and Attitudes

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The Qualifications Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a unit code.

The qualification and unit codes will appear on learners' final certification documentation.

The QNs for the qualifications in this publication are:

Pearson Edexcel Level 1 Award in Safe Road Skills and Attitudes	500/9801/9
Pearson Edexcel Level 1 Certificate in Safe Road Skills and Attitudes	500/9802/0

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

What are Pearson Edexcel Foundation Learning qualifications?

Pearson Edexcel Foundation Learning qualifications are designed to enhance learners' work and life skills in a range of contexts. They are appropriate for a diverse range of learners including:

- 14-19 year-old learners
- adults returning to study
- those seeking to develop greater independence
- those who have not yet achieved accredited qualifications
- those with specific learning needs.

Rationale for the Pearson Edexcel Level 1 Award/Certificate in Safe Road Skills and Attitudes

Pearson has developed these qualifications in partnership with the Driver and Vehicle Standards Agency. The aim of the qualifications is to make a positive contribution to road safety by educating road users and changing attitudes, building a sense of personal responsibility and promoting a mature attitude to risk and safety issues.

The qualifications contribute to government initiatives, such as the Department for Transport's Learning to Drive campaign. This seeks to educate and inform young people on safe road use before they start driving. Young people who become proficient road users at an early stage will be able to carry these attitudes and behaviours through their adult lives.

However, these qualifications are not aimed solely at car drivers. The learning will be relevant to them no matter how they use the roads, whether as pedestrians, cyclists, drivers, motorcyclists or horse riders. Passengers will also learn how to take responsibility for their own safety and how they contribute to the safety of a vehicle's occupants.

There are links between these qualifications and the Personal Wellbeing programme of study at Key Stage 4 (see *Annexe A* for a mapping). They also contribute towards the Stay Safe outcome (specifically the aim: *safe from accidental injury and death*) within the Every Child Matters framework.

Sizes of qualifications

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

Safe Road Skills and Attitudes qualifications are available in Award and Certificate sizes.
Please see page 4 for the Credits, Total Qualification Time (TQT) and Guided Learning Hours (GLH) for each qualification.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. The rules of combination specify the:

- credit value of the qualification which sets out the number of credits required at all levels to achieve the qualification
- the credits to be achieved at the level of the qualification or above
- credits from mandatory units, where relevant
- credits from optional units, where relevant
- credits from other units
- credits from equivalent units
- exemptions
- time limits on the process of credit accumulation or exemptions.

Rules of combination for the Pearson Edexcel Level 1 Award in Safe Road Skills and Attitudes

Qualification TQT: 70. Qualification credit value: 7 credits.

Qualification guided learning: 60 hours.

Learners must pass both units.

Unit number	Unit title	Credit
1	Preparing for a Safe Journey by Road	3
2	Maintaining Own and Others' Safety in Relation to Vehicles	4

Rules of combination for the Pearson Edexcel Level 1 Certificate in Safe Road Skills and Attitudes

Qualification TQT: 130. Qualification credit value: 13 credits.

Qualification guided learning: 110 hours.

Learners must pass all four units.

Unit number	Unit title	Credit
1	Preparing for a Safe Journey by Road	3
2	Maintaining Own and Others' Safety in Relation to Vehicles	4
3	Rules of the Road	3
4	Recognising Safe Road Use	3

Assessment

Pearson Edexcel Foundation Learning qualifications are criterion referenced, based on the achievement of all the specified learning outcomes. The qualifications in this specification are assessed through both internal assessment (practical tasks) and external assessment (multiple choice testing).

Assessment of Units 1, 2 and 4

Units 1, 2 and 4 are internally assessed. Each unit has specified assessment criteria which must be used. To achieve a 'pass' a learner must have satisfied **all** the assessment criteria.

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria

and

- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Evidence may be produced in a variety of different forms including observation of learner performance, presentations, posters and essays. Further guidance is given within the *Assessment Guidance* section of the units.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing realistic scenarios and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated on the assignment briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

Assessment of Unit 3

Unit 3 is assessed by means of a multiple-choice test, administered onscreen. The test will provide the only necessary assessment for this unit and will cover the whole of the assessment criteria. Further details regarding the onscreen tests will be given in the Centre Guidance for Onscreen Tests document for these qualifications. This document will be published on the Pearson website prior to the onscreen tests being made available to centres.

Qualification grade

Learners who achieve passes in the required number of units will achieve the qualification at pass grade.

In the Pearson Edexcel Foundation Learning qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes

‘Credit is awarded for achievement, not for learning effort. This measure of learning time does not determine the time actually taken by any individual learner; the real time varies and is influenced by factors such as the individual’s learning style and prior learning. It is important to emphasise that learning time is not the amount of time served, for example the number of hours a learner rehearses for a performance or the number of hours a learner spends training in the workplace. Nor is learning time the hours that a learner attends a course or the sum of hours of actual participation in learning activities.’

QCA Version 3 2008

Centres are advised to consider this definition when planning the programme of study associated with this specification.

Quality assurance of centres

Pearson’s qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. This is given in the statement of learning outcomes and assessment criteria in each unit. Further guidance on assessment is given in the *Essential guidance for tutors* section of each unit.

Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

These qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres delivering these qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for Pearson qualifications
- **compulsory** Pearson-provided training and standardisation for lead internal verifiers
- centre risk assessment by Pearson of overarching processes and quality standards (this would usually be via self-assessment, but will include visits on occasions)
- remedial training and/or assessment sampling for centres identified, through standardisation or risk assessment activities, as having inadequate quality, assessment or internal verification processes
- programmed sampling of internal verification and assessor decisions.

Centres are required to declare their commitment to ensuring quality and appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities. Centres already holding Pearson approval are able to gain qualification approval online. New centres must complete a centre approval application.

Pearson Quality Assurance handbook

Details of quality assurance are set out in the Pearson Quality Assurance handbook published annually. Pearson's qualification specifications set out the standard to be achieved by each learner in order to be awarded the qualification. This is covered in the statement of learning outcomes and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors, deliverers and assessors and to provide for a coherence of understanding and a consistency of delivery and assessment.

Approval

Centres that have not previously offered Pearson qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a Pearson qualification they are required to enter into an approvals contract.

The approvals contract is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the contract. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

- a centre delivering Pearson programmes must be an approved centre and must have approval for programmes or groups of programmes that it is operating
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering Pearson qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

Programme design and delivery

Mode of delivery

Pearson does not define the mode of delivery for Pearson Edexcel Foundation Learning qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Resources

Centres need to meet any specific resource requirements to gain approval from Pearson. Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

Tutors and assessors need to ensure that appropriate links are made between theory and practical application. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to the real world.

Learners will bring with them their own experience of using the roads, for example as drivers, cyclists, pedestrians or passengers, and maximum use should be made of this.

Functional Skills

Pearson Edexcel Foundation Learning qualifications give learners opportunities to develop and apply Functional Skills. Functional Skills are also offered as stand-alone qualifications at Entry 1, Entry 2, Entry 3, Level 1 and Level 2.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to Foundation Learning qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson Edexcel Level 1 Award/Certificate in Safe Road Skills and Attitudes are approved for learners aged 14 and above.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for Foundation Learning and Pearson Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ)*, which can be found on the Pearson website (<http://qualifications.pearson.com/>).

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. RPL is suitable for accrediting the internally assessed units of this qualification only. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Pearson Edexcel Foundation Learning qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to each assessment criterion are listed in italics followed by the subsequent range of related topics

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept, each corresponding to an assessment criterion. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- ‘eg’ is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – an outline learning plan is included in each unit and provides an indication of the learning time taken by the average learner to achieve the learning outcomes at the standard determined by the assessment criteria.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of tutor resource material.

Units

Unit 1: Preparing for a Safe Journey by Road	14
Unit 2: Maintaining Own and Others' Safety in Relation to Vehicles	22
Unit 3: Rules of the Road	30
Unit 4: Recognising Safe Road Use	34

Unit 1: Preparing for a Safe Journey by Road

Unit code: M/601/8748

Level: 1

Credit value: 3

Unit aim and purpose

This unit promotes safety for road users and passengers of any form of transport. Learners will develop skills in planning safe journeys by road and learn about the costs and benefits of different forms of transport and the factors that can affect risks for road users.

Unit introduction

Learning outcome 1 explores the various costs and benefits of different forms of transport, which will help learners to make informed choices when deciding how to carry out a journey. Learning outcome 2 introduces learners to the tools and technologies that can help them plan a long-distance journey and to the reasons why it is a good idea to build in additional time. Since technology is not always available, learners will also have the opportunity to develop map-reading skills. Learning outcome 3 covers the factors that can increase risk on a journey and the physical and psychological states that affect performance, including alcohol, drugs, fatigue and emotional states. It also covers the effects of weather and using the roads at night, and the precautions that can be taken to improve safety.

There are links between this unit and the Personal Wellbeing programme of study at Key Stage 4 (see *Annexe A* for a mapping).

The learning also contributes to the Stay Safe outcome (specifically the aim: *safe from accidental injury and death*) within the Every Child Matters framework.

Learning outcomes and assessment criteria

In order to pass this unit, learners must meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit, learners should:

Learning outcomes	Assessment criteria
1 Understand costs and benefits associated with different forms of transport	1.1 Compare the costs and benefits of two forms of transport
2 Be able to plan a journey by road	2.1 Plan a long-distance road journey using appropriate information sources and technology 2.2 Plan a long-distance road journey using map-reading skills
3 Know the factors that affect risk and impair performance of road users	3.1 Describe how different factors affect the risk of accidents in a planned journey 3.2 Identify how physical and psychological states can affect ability to use the roads 3.3 Identify how weather and travelling at night affects safety

Unit content

1 Understand costs and benefits associated with different forms of transport

1.1 Costs and benefits: modes of transport to consider (car, motorbike, bus, train, bicycle, walking); costs and benefits of different modes of transport (financial, environmental, health, convenience, speed); efficiency and costs of different energy sources (petrol, diesel, LPG, electric); costs of private vehicle use (initial costs, running costs, depreciation); relative financial costs of different types and classes of vehicle

2 Be able to plan a journey by road

2.1 Planning a road journey using information sources and technology: the uses and limitations of available information sources and technology (maps, internet route planners, motoring organisations, sources of travel news, satellite navigation); importance of allowing additional time on long journeys (in case of bad weather, to allow for breaks, to counter fatigue, in case of adverse road conditions); benefits of having alternative routes planned

2.2 Planning a road journey using map-reading skills: map reading skills (indexes, distance tables, road types, symbols, estimating distance)

3 Know the factors that affect risk and impair performance of road users

3.1 Relative risks: time of day; speed; mode of transport; age; gender; road type (town versus country, motorways versus other roads)

3.2 Physical and psychological states that impair performance of road users: effects of alcohol and prescription/controlled drugs (reaction times, co-ordination, judgement of speed and distance, overconfidence); speed at which alcohol and drugs enter and leave the body; effects of temporary physical impairment, eg illness, sports injuries; effects of fatigue (concentration, reaction times, decision making); common factors that contribute to fatigue (time of day, distance travelled, road type, age and gender); effects on performance of emotional states, eg anger, frustration, excitement; distraction and inattention as common causes of accidents

3.3 Effects of weather and travelling at night: effects of rain, fog, snow, ice and wind on different road users (vehicle control, stopping distances, visibility); road use in bad weather and at night (effects on visibility and judgement, how and why to make self visible)

Essential guidance for tutors

Delivery

This unit is not intended specifically to prepare learners to drive, but rather to be a safe road user no matter what form of transport is used. Where taught content relates to motorised vehicles, this should be understood as being relevant to them either as passengers or as someone who may be able to give advice to friends or relatives who can drive.

There are numerous opportunities to link the delivery of learning outcome 1 to other areas of the curriculum, in particular to mathematics when considering relative financial and environmental costs of different forms of transport. One way of dealing with the pros and cons of different types of transport would be to consider the issues that apply for a particular journey. For example, a car journey might appear to be more convenient and cheaper than taking the bus, but if driving into a city, the difficulty and cost of parking (and, in some cities, congestion charging) may need to be factored in. In terms of energy sources, learners need to be aware of the sometimes hidden costs. For example, although electricity is thought of as being a clean source of power, the extent to which this is true will depend on how it is generated.

When teaching about the costs of private vehicle use, it is important that learners understand the range of costs that are relevant, including (for motorised vehicles) insurance, tax, fuel, servicing and, at the end of its life, disposal. Tutors should also introduce learners to the concepts of pence per mile and whole life costs, although learners at this level will not be expected to carry out such calculations for themselves. Learners should be given the opportunity not only to compare costs *across* types of vehicle (such as mopeds compared with bicycles), but also *within* the same class of vehicle (for example a large-engined luxury car with a small-engined economy car). However, it is important that tutors steer discussions away from debates about which is the ‘best’ or ‘most desirable’ car to drive.

Learning outcome 2 should be understood as relating to preparation for a journey by private transport. This could be bicycle or horse, but, if by car, then learners would be fulfilling the role of planner and navigator. When dealing with the importance of building in additional time on long journeys, the benefits need to be stressed. A major one is that if there are delays on a journey where no additional time is allowed for, road users often react by trying to make up lost time, which can lead to impatience, tunnel vision and risky manoeuvring. Learners will require plenty of practice at developing map reading skills as it is important that people do not rely too heavily on technological tools. Tutors could make use of quizzes, games and tests when doing this.

When teaching assessment criterion 3.1, learners need to be taught not only about *which* factors are relevant but *how* they increase risk, for example how much more risk there is for motorcyclists than for car drivers, how risk varies depending on road type and so on. Again, there are opportunities to link this to work on probabilities in mathematics. There are also opportunities to broaden the topic by discussing the way that our perceptions of risk can be distorted. For example, the risk of death per passenger mile is lower for air travel than for cars, yet most people get more nervous when travelling by air. Another point that could stimulate classroom discussion is the question of whether some vehicle users, such as motorcyclists, may be prepared to accept higher risk in return for what they perceive as the increased freedom they feel when riding.

When covering the taught content for assessment criteria 3.2, a good starting point would be a questionnaire in which learners can express their initial attitudes and beliefs about the use of alcohol and drugs, and to tackle issues around peer pressure. When dealing with the speed at which alcohol and drugs leave the body, it is important that tutors do not collude with common myths, such as ‘coffee can help make you sober’ or that ‘some drugs make you more relaxed and therefore a better driver’. When covering distraction and inattention, learners should be made aware of the high number of crashes involving several young people travelling in a car where the driver has been distracted by the behaviour of their passengers who may also be under the influence of drink or drugs. There are links here to *Unit 4*, which deals with causes of distraction in more detail.

The taught content for assessment criterion 3.3 is relevant to all road users, including pedestrians. There is no requirement to learn stopping distances for different vehicles, but learners do need to know how rain and icy conditions increase the time taken to stop. Particular attention should also be paid to the effects of head winds and side winds on cyclists, motorbikes and lorries, and on the effects of rain and ice on road surfaces. When dealing with the need to make oneself visible, particular attention should be paid to cyclists and pedestrians – both are often unaware of how difficult it can be for motorists to see them, especially in low light conditions before full darkness. Cyclists and pedestrians may imagine that there is sufficient light for motorists to see them, but they can merge into the dark background unless wearing something light or luminous to distinguish them from that background.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of programme of learning and assessment.</p> <p>Tutor-led discussion – ‘How did you travel today? Why did you choose this method?’</p> <p>Responses on a flip chart along with what influenced their choices, eg finances, environment, convenience, health, speed.</p> <p>Activity – pairs devise a short questionnaire about forms of travel and what influences choices.</p> <p>Activity – learners use questionnaire to gather information from friends and family about forms of travel they use.</p> <p>Activity – whole class compile questionnaire results. Tutor-led discussion to analyse results.</p> <p>Activity – tutor-led group research on the costs involved in running a private vehicle eg initial price, running costs, mpg, insurance, tax. Each group selects different types of private vehicles using different energy sources (useful website www.thisismoney.co.uk/cost-of-your-car-calculator). Results presented as a TV commercial. Tutor-led discussion to reach consensus on which is most efficient, cost-effective, environmentally-friendly private vehicle.</p> <p>Activity – role play advising friends about choosing a mode of transport. Learners are given different scenarios eg travelling to a hospital appointment in a city, making a weekly journey to an evening class in a rural area. Tutor-led discussion after role plays: was the friend given all the options, was the choice based on finances, environmental, convenience, health, speed?</p> <p>Activity – group work to design a checklist to use when comparing forms of transport. Feedback to whole group to agree checklist to use.</p> <p>Assessment – learners record comparison of the costs and benefits of two forms of transport (learning outcome 1).</p>

Topic and suggested assignments/activities

Activity – group activity on card ranking: ‘What do you need to do first when planning a journey by road?’ Learners given a journey scenario (eg travelling in the winter-time to meet friends who have moved to a city). Learners given cards with information sources (map, weather forecast, travel news etc). Learners compare their ranking with other groups. Tutor-led discussion to introduce all aspects of route planning by asking ‘what if?’ questions.

Activity – paired activity with pairs using different internet route planners to plan a specified long distance journey. Each pair feed back results to the group to compare routes, amount of time allowed for the journey, identification of service stations, ease of use of the route planner, other services offered by route planner eg avoiding motorways. Tutor-led discussion about providing breaks to prevent driver fatigue.

Activity – paired research into sources of information about travel news eg weather disruptions, road works, diversions, delays. Learners share research with whole group and results compiled on a flip chart.

Activity – learners compile a leaflet with information about all internet route planners and sources of information needed for planning a road journey for their future reference.

Activity – group work with learners studying scenarios of incidences of errors with satellite navigation. Tutor-led discussion about importance of not relying on one route planner.

Activity – learners practise programming satellite navigation devices.

Activity – quiz of map symbols, road types.

Activity – paired work with learners planning a specified road journey using a map. Record route on a template or highlighted on photocopied map with annotations showing estimated total distance, alternative route avoiding motorway. Learners compare their results with others: Which was the best? Why?

Assessment – learners record plans of long distance road journey using information sources and technology and a long-distance journey using map-reading skills (learning outcome 2).

Activity – discussion on what puts road users at risk. Class brainstorm risk factors for pedestrians, car drivers, cyclists, motorcyclists. Record results on flip chart.

Activity – group work to decide level of risk to each type of road user. Learners to place post it notes labelling risks in high risk/low risk/no risk/some risk boxes on large sheets of paper, one sheet for each road user. Groups feedback to whole class to justify answers. Tutor-led discussion to explore reasons why some road users (eg motorcyclists) are prepared to accept higher risks.

Activity – tutor-supported research to find statistics about which ages, genders, types of road users are most at risk. Whole group discussion to analyse results of research.

Activity – group activity, with learners selecting correct/incorrect statements about effects of alcohol, prescription and controlled drugs on road users. Tutor-led discussion to clarify correct responses. Correct statements displayed in classroom.

Activity – learners analyse scenarios to identify different accident causes.

Activity – learners write reply to email from a friend who is excited about driving four friends 200 miles to a festival after work, to warn him of the risks/suggest ways to minimise the risks.

Activity – paired work, with each pair given a photograph of a different road user in the centre of a piece of paper with a question relating to how weather conditions and/or travelling at night affect the road user. Each pair shares their responses with the whole class.

Topic and suggested assignments/activities
Activity – learners choose a road user and make a poster giving advice about safety awareness in different weather conditions and at night.
Assessment – learners record factors affecting accidents, physical and psychological states and weather and night travel affecting safety (learning outcome 3).
Assessment feedback review and evaluation of unit

Assessment

For assessment criterion 1.1, learners should choose any two modes of transport and compare them (as a minimum) in terms of finance, environment and speed. The best way of doing this would be for learners to relate the costs and benefits to a particular journey that takes place repeatedly over a period of time (for example the same journey carried out once a week for a year). It would then be possible to link this task to assessment criterion 2.1. Lists, tables or short descriptions would be appropriate and could be presented in posters, slides or articles.

For assessment criteria 2.1 and 2.2, journeys to two different destinations must be considered. These could be given to learners as a task or be one that they choose for themselves. However, in order to provide sufficient complexity and scope for them to display their learning, they must be routes that they are previously unfamiliar with, they must involve the use of private transport, and they must be of sufficient distance to expect there to be scheduled stops built into the plan. The task should ideally require them to use different types of road. For the first journey, learners can use any technological tools that are appropriate, but for the second they must rely on printed maps. The second journey must include predicted timings and an estimate of the total distance to be travelled. One way of doing this would be to draw or print out the relevant pages of a map with the route highlighted and annotated.

Assessment criterion 3.1 can be linked to the journey that they have planned in 2.1. Learners could analyse their plan and suggest ways in which they could amend it to reduce its risks. Alternatively, they could combine the two tasks together and be set the task of planning the safest journey possible. In this case the plan can make reference to the ways in which risks have been managed.

It would make sense to assess 3.2 and 3.3 together although this is not a requirement. One way of assessing these criteria would be for learners to design some safety awareness materials to display in the class. Another way would be for them to design a quiz or survey for friends or family with a key that demonstrates their understanding. Learners need not cover all of the content listed in the Unit Content, but they must as a minimum make reference to at least three of the main categories in 3.2, (alcohol, temporary physical impairment, fatigue, emotional states, distraction) and both in 3.3 (weather and night-time road use).

Essential resources

Centres must be able to access The Official Highway Code, either in hard copy or online.

Indicative resource materials**Training materials**

Teaching books and student resources will be available from:

www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/FEAndVocational.aspx

Websites

www.dft.gov.uk/pgr/roadsafety/roadsafetyconsultation/	Department of Transport: A source of information about road casualty rates for different types of road user
www.rosipa.com/RoadSafety/Default.aspx	Royal Society for Prevention of Accidents: road safety information and resources
www.direct.gov.uk/en/TravelAndTransport/Highwaycode	The Highway Code online
www.greenflag.com/routeplanning/	Green Flag: example of an internet route planner
www.thisismoney.co.uk/cost-of-your-car-calculator	This is Money: online tool for calculating car costs

Unit 2: Maintaining Own and Others' Safety in Relation to Vehicles

Unit code: **K/601/8750**

Level: **1**

Credit value: **4**

Unit aim and purpose

This unit promotes safety for road users and passengers of any form of transport. Learners will be taught about vehicle checks and maintenance and about how to respond in case of breakdowns or accidents.

Unit introduction

Learning outcome 1 explores the regular checks that need to be carried out on different forms of transport and why it is important that these take place. It focuses particularly on safety and environmental reasons. In learning outcome 2, learners will discover how to carry out some of these checks. Learning outcome 3 covers breakdowns and accidents. Learners will be taught about what to do to stay safe when the vehicle they are in breaks down. They will also learn about what to do when they are involved in, or witness, an accident, including how to respond in first-aid situations.

There are links between this unit and the Personal Wellbeing programme of study at Key Stage 4 (see *Annexe A* for a mapping).

The learning also contributes to the Stay Safe outcome (specifically the aim: *safe from accidental injury and death*) within the Every Child Matters framework.

Learning outcomes and assessment criteria

In order to pass this unit, learners must meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit, learners should:

Learning outcomes	Assessment criteria
1 Know the regular checks that need to be carried out on a form of transport	1.1 Identify the checks and maintenance that should be carried out regularly on a form of transport 1.2 State why regular checks are important
2 Be able to carry out safety checks on a form of transport	2.1 Carry out safety checks on a form of transport
3 Know how to respond in cases of breakdowns and accidents	3.1 Describe what to do when they are in a vehicle that breaks down 3.2 Describe what to do when they are involved in or witness an accident 3.3 Identify appropriate responses to situations requiring first aid

Unit content

1 Know the regular checks that need to be carried out on a form of transport

1.1 Regular checks and maintenance that need to be carried out: cars (tyres, lights, indicators, number plates, oil level, brake fluid, water coolant and washer, windscreen, windscreen wipers, exhaust); motorcycles/mopeds (tyres, brake fluid, chain, lights, indicators, suspension, exhaust, suitability of helmet and clothing); bicycles (tyres, brakes, chain, lights, reflector, suitability of helmet and clothing); horses (hooves, tack, ensuring suitability of helmet and clothing)

1.2 Reasons for regular checks: safety considerations relating to tyres (stopping distances, grip, blowouts); safety considerations relating to windscreens and wipers (vision in wet weather); safety considerations relating to brakes (possible failure, efficiency); safety considerations relating to lights (need to see other road users, need to be seen by other road users); environmental impact of incorrectly inflated tyres; how to recognise early warning signs eg abnormal tyre wear, heavy steering, steering pulling to one side; safety considerations relating to helmets and clothing for cyclists, motorcyclists and horse riders (need to make self visible, need for protection in case of falls, replacement of damaged helmets)

2 Be able to carry out safety checks on a form of transport

2.1 Carry out safety checks: cars (tyres, lights, indicators, oil level, coolant, windscreen wipers and washer); bicycles (tyres, brakes, lights, helmet, clothing); motorcycles/mopeds (tyres, lights, indicators, oil level, chain, helmet, clothing); horses (hooves, tack, ensuring suitability of helmet and clothing)

3 Know how to respond in cases of breakdowns and accidents

3.1 Breakdowns: importance of selecting safe place to stop; how to remain safe when leaving a vehicle and waiting for assistance; how to warn other drivers (hazard warning lights, warning triangles, side lights at night); how to seek assistance

3.2 Accidents: concept of 'duty of care' relating to all road users; legal requirements for drivers to stop when involved in an incident (when to exchange information, what details to provide, when to report information to police and insurers); consequences for drivers of failing to stop when involved in an accident; when and where to stop if witness to an accident; what information will be useful to emergency services; how to deal with uninjured people

3.3 First aid: how to respond at the scene (maintain own safety, assess seriousness, seek help if necessary); what not to do (move injured people from vehicles unless in danger, remove motorcycle helmets); symptoms of shock and how to respond; how to provide emergency care following the principles of DRABC (Danger, Response, Airway Breathing, Compressions); how to deal with bleeding

Essential guidance for tutors

Delivery

Learning outcomes 1 and 2 include horses, but this topic is optional and should only be done if relevant to the needs and interests of the learners. In this case it should be done in addition to the wheeled vehicles listed.

Learning outcome 1 deals with the regular maintenance and checks that need to be carried out on the different forms of transport, and why this is necessary. This learning outcome does not require learners to be able to carry out checks, but access to real vehicles as a teaching aid would be beneficial. Learners should be made aware that with some more modern vehicles, a number of what used to be routine checks carried out by an owner can now only be carried out by mechanics. In assessment criterion 1.2, tutors should highlight which safety and environmental considerations apply to each class of wheeled vehicle mentioned in 1.1 and how they apply. For example, lights are important for all types of vehicle, but the issue of being seen by other road users is particularly pertinent to cyclists and motorcyclists due to their vulnerability on the roads.

For learning outcome 2, learners need sufficient time to practise carrying out the checks. These are only a subset of the most critical and frequent checks from learning outcome 1. Learners must have the opportunity to practise on at least one of the three types of vehicle, although it would be useful to cover all three. For any vehicle on which learners do not have the opportunity to practise, tutors should ideally demonstrate the relevant checks. Tutors should require learners to make use of handbooks where these are available because learning how to use these is an important skill. If practising the checks on a motorised vehicle, learners work with the tutor, who must be in control of the ignition key. It is important that learners are not allowed or encouraged to get behind the wheel of a car or onto a motorcycle as part of this qualification.

The taught content for assessment criteria 3.1 and 3.2 should be delivered with the assumption that when learners are passengers in a vehicle, they may be able to make a positive difference by reminding drivers what to do in the event of a breakdown or accident. A driver who has been in an accident may be dazed and in shock and could therefore benefit from being reminded about their legal responsibilities. Similarly, passengers might also be able to make a positive difference to a situation where somebody is injured. An important point to note is that in a first-aid situation, people who may appear or claim to be uninjured may nevertheless require medical attention. Classroom role plays and discussions would be a good way of presenting and practising these situations in addition to the first aid relating to assessment criterion 3.3. Learners will not be assessed on their practical first-aid skills. However, practical demonstrations and practice activities are a good way of introducing and reinforcing knowledge. Tutors should ensure that they are familiar with the guidance on breakdowns and first aid contained in the relevant sections of The Official Highway Code.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of programme of learning and assessment.

Tutor-led discussion – ‘Your friend is lending your family their old car to take on holiday. What checks of the car would be needed before the journey? Why?’ List of checks needed before the journey compiled on a flip chart.

Activity – group work. Each group research how to carry out one car maintenance check and present findings to whole group using PowerPoint. Useful websites:

- www.haynes.co.uk/webapp/wcs/stores/servlet/SUIFeaturesIndexView?new=Y&storeId=10001&catalogId=10001
- www.direct.gov.uk/en/TravelAndTransport/Highwaycode/DG_069871

Activity – guest speaker who is motorcycle user to demonstrate maintenance checks. Learners prepare questions to ask speaker about reasons for each check and when to seek advice from a motorcycle mechanic.

Activity – tutor-supported group-work research to source information about bicycle maintenance to create a display in the classroom. Useful websites:

- www.whycycle.co.uk/safety_and_security/
- http://resources.lifecycleuk.org.uk/bicycle_safety_checklist.php
- www.direct.gov.uk/en/travelandtransport/cyclingandwalking/dg_10026401

Activity – learners devise checklist to use when carrying out bicycle, car or motorcycle maintenance

Activity – paired work to analyse scenarios of different accidents occurring with cars, motorcycles, bicycles and horses. Feedback to whole group. Tutor-led discussion: What are the common factors? Why are some forms of transport more vulnerable than others? How accidents affect all involved. Learners may be willing to share own experiences.

Activity – role play advising different road users who are reluctant to wear helmets or visibility clothing, use lights on bicycles, carry out maintenance checks.

Assessment – learners record checks and maintenance that should be carried out regularly on a form of transport and reasons why regular checks are important (learning outcome 1).

Activity – guest speaker to demonstrate safety checks on cars.

Activity – learners work in pairs to practise carrying out safety check on cars using a checklist, peer feedback.

Activity – learners practise carrying out safety checks on motorcycles using a checklist.

Activity – learners in pairs demonstrate to each other how to carry out safety checks on a bicycle, including mending a puncture or changing a tyre if a fault is recognised.

Assessment – learners carry out safety checks on a form of transport (learning outcome 2).

Topic and suggested assignments/activities

Activity – paired-work with learners considering different breakdown scenarios with different types of vehicle eg on an unlit road at night, on a motorway, in busy traffic, in a remote area. Tutor-led discussion about appropriate actions to take: What should be done first?

Activity – tutor-supported research about legal requirements of drivers in the event of an accident. Learners create a document about legal requirements for a driver to keep in the car for easy reference in case of accident.

Activity – learners work in groups to newspaper articles of real accidents to consider action to take if they were a witness. Feedback to whole class to justify actions.

Activity – demonstration of first-aid actions at the scene of an accident.

Activity – role play first aid in different accident scenarios using resuscitation models. Useful website:

- www.direct.gov.uk/en/TravelAndTransport/Highwaycode/DG_069872

Assessment – learners record what to do if they are in a vehicle that breaks down, what to do if they are involved in or witness an accident and appropriate responses to situations requiring first aid (learning outcome 3).

Assessment feedback review and evaluation of unit

Assessment

For learning outcomes 1 and 2, evidence needs to relate only to one type of wheeled vehicle.

Learning outcomes 1 and 2 could be assessed discretely, but it would make sense to combine them. One way of doing this would be for learners to be observed carrying out the vehicle checks. Evidence can be recorded on an observation record. While doing this, they could be questioned about any checks on that vehicle that are covered only in assessment criterion 1.1, and also about the reasons for the checks covered in 1.2, with tutors noting down the answers given.

Learning outcome 3 could be assessed in a variety of ways. Role plays and questioning by the tutor are one possibility. Another approach would be to use written scenarios which outline a situation and how it develops over a period of time. These could be structured with multiple-choice or short-answer questions that which target the three assessment criteria.

Essential resources

Centres must be able to provide learners with access to at least one of the following on which to practise carrying out maintenance checks: car; bicycle; motorcycle or moped.

Centres must be able to access The Official Highway Code, either in hard copy or online.

Indicative resource materials

Training materials

Teaching books and student resources will be available from:

www.pearsonschooolsandfecolleges.co.uk/FEAndVocational/FEAndVocational.aspx

Websites

www.direct.gov.uk/en/TravelAndTransport/Highwaycode The Highway Code online

Unit 3: Rules of the Road

Unit code: A/503/5834

Level: 1

Credit value: 3

Unit aim and purpose

This unit promotes safety for road users and passengers of any form of transport. It gives learners an understanding of some of the rules of the road contained in the Highway Code.

Unit introduction

In learning outcome 1, learners will explore how pedestrians and other vulnerable road users (cyclists, horse riders, motorcyclists, car passengers and learner drivers) can stay safe when using the roads. Learning outcome 2 deals with traffic signs giving orders, warnings and directions, as well as lights and signals. Finally, learning outcome 3 covers the Highway Code requirements relating to level crossings and tramways.

There are links between this unit and the Personal Wellbeing programme of study at Key Stage 4 (see *Annexe A* for mapping).

The unit also contributes to the Stay Safe outcome (specifically the aim: *safe from accidental injury and death*) within the Every Child Matters framework.

Learning outcomes and assessment criteria

In order to pass this unit, learners must meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit, learners should:

Learning outcomes	Assessment criteria
1 Know how vulnerable road users can stay safe when using the road	1.1 Identify requirements of the Highway Code for pedestrians 1.2 Identify requirements of the Highway Code in relation to vulnerable vehicle users
2 Know the Highway Code rules relating to signs and signals	2.1 Interpret traffic signs giving orders 2.2 Interpret traffic signs giving warnings and directions 2.3 Identify the requirements relating to lights and signals
3 Know how road users can stay safe in relation to tramways and level crossings	3.1 Identify requirements of the Highway Code relating to level crossings and tramways

Unit content

1 Know how vulnerable road users can stay safe when using the road

1.1 Requirements of Highway Code for pedestrians: information about pedestrians in Highway Code (HC) rules 1-26 and 28-35

1.2 Requirements of the highway code for vulnerable vehicle users: information about horse riders in HC rules 49-55; information about cyclists and motorcyclists in HC rules 59-81, 83, 85, 178, 233 and 237; information about passengers in HC rules 99 and 101-102; information about learner drivers on page 123 of HC

2 Know the Highway Code rules relating to signs and signals

2.1 Traffic signs giving orders: all signs on pages 106-107 of HC; how to distinguish signs giving orders from other types of sign; signs used by school crossing patrols on page 105 of HC

2.2 Traffic signs giving warnings and directions: all signs on pages 108-109 of HC; ‘other direction’ signs on page 111 of HC; how to distinguish warning and ‘other direction’ signs from other types of sign

2.3 Requirements relating to lights and signals: all information in HC rules 103, 105, 210 and 281; information about traffic light signals and flashing red lights on page 102 of HC; information about arm signals on page 103 of HC

3 Know how road users can stay safe in relation to tramways and level crossings

3.1 Tramways and level crossings: information about level crossings in HC rules 82, 291, 293 and 295-299; information about tramways in HC rules 82, 300-301 and 305-306

Essential guidance for tutors

Delivery

The Highway Code rules and page numbers given in the *Unit content* relate to the Official Highway Code published in 2007. This is the version in use in 2011 both in hard copy and online at direct.gov.uk. If revisions are made resulting in page or rule number changes, centres should take this into account and adjust their teaching accordingly.

Delivery of this unit could be integrated with or reinforced using other units. For example, learning outcome 1 has links to *Unit 4: Recognising Safe Road Use*, learning outcome 1.

Learning outcome 2 is suited to fun activities, such as quizzes and games. Learners could be asked to record in their own time how many of the signs they can find in their locality.

Assessment

This unit will be assessed using an online multiple-choice test that is externally set and externally marked by Pearson. There are 20 items and learners must achieve a score of 17 to pass.

Learners will be assessed on their understanding of the information in the Highway Code rules/pages listed in the *Unit content*.

Essential resources

Centres must be able to access The Official Highway Code, either in hard copy or online.

Indicative resource materials

Training materials

Teaching books and student resources will be available. For details, please go to:
www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/FEAndVocational.aspx

Website

www.direct.gov.uk/en/TravelAndTransport/Highwaycode The Highway Code online

Unit 4: Recognising Safe Road Use

Unit code:	A/601/8798
Level:	1
Credit value:	3

Unit aim and purpose

This unit promotes safety for road users and passengers of any form of transport. It will give learners an understanding of the impact that attitudes and behaviour can have on other road users.

Unit introduction

Learning outcome 1 covers vulnerable road users relating to transport type, age group and location. The second learning outcome explores the different types of traffic calming techniques that are used to modify driver behaviour, and gives learners the opportunity to apply this by suggesting how these could be applied to a given area. Learning outcome 3 deals with a variety of aspects of road user behaviour and attitudes, including the importance of signalling, and the different sources of distraction for vehicle users. They will then learn about the ways in which road users can show consideration for each other, and conversely, about the types of behaviour that can lead to a negative response. Finally, they will learn how behaviour can be managed, including how to avoid getting involved in a confrontation and how to recover if they have been affected by other people's aggressive behaviour.

There are links between this unit and the Personal Wellbeing programme of study at Key Stage 4 (see *Annexe A* for a mapping).

The learning also contributes to the Stay Safe outcome (specifically the aim: *safe from accidental injury and death*) within the Every Child Matters framework.

Learning outcomes and assessment criteria

In order to pass this unit, learners must meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit, learners should:

Learning outcomes	Assessment criteria
1 Know the types of vulnerable road user	1.1 Identify types of vulnerable road users
2 Know different methods of traffic calming	2.1 Suggest traffic calming measures that could be used in a specified area
3 Know how behaviour and attitudes affect other road users	3.1 Identify examples of effective and ineffective signalling by road users 3.2 Identify common distractions that can contribute to accidents 3.3 Describe ways in which consideration can be shown for other road users 3.4 Identify behaviour that can lead to negative responses in others 3.5 Describe ways of managing behaviour when dealing with other road users

Unit content

1 Know the types of vulnerable road user

1.1 Vulnerable road users: conditions when any pedestrian is particularly vulnerable (crossing roads, where there is no pavement, at night); conditions when any cyclist or motorcyclist is particularly vulnerable (when vehicles are pulling out of a junction or turning left, when overtaking or being overtaken, in adverse weather, on poor road surfaces, at night); child pedestrians and cyclists (crossing roads, near schools/parks, when in groups); elderly and disabled pedestrians, drivers and cyclists; horses (unpredictability of behaviour, vulnerability when being overtaken)

2 Know different methods of traffic calming

3.1 Traffic calming: reasons for traffic calming (reduction of traffic volume, speed, accidents, noise); speed and survival rates for pedestrians in accidents; types of traffic calming measures (road narrowing, chicanes, bumpy road surface, road humps/cushions, raised pedestrian crossings, reduced speed limits, vehicle activated speed warning signs, road closures, mini roundabouts)

3 Understand how behaviour and attitudes affect other road users

3.1 Signalling by road users: importance of signalling for any vehicle; when to signal (changing course, direction, moving off); arm signals used by cyclists, motorcyclists and drivers; when drivers can use horn, emergency lights and flash headlights; potential misunderstandings of different drivers' signals and dangers of relying on others' signals

3.2 Distractions: distraction and inattention as major causes of accidents; common causes of distraction while driving (passenger behaviour, using a phone, loud music, trying to read maps, using audio or navigation equipment, eating and drinking, external distractions); legal position on use of mobile phones while driving

3.3 Showing consideration for other road users: respecting right of all road users to use the road; common ways of showing consideration eg courtesy and patience, signalling of intentions, allowing safe distances, use by drivers of dipped headlights, consideration for vulnerable road users; importance of giving way to buses and emergency vehicles; why drivers should park in a place that will not cause danger or an obstruction; appropriate behaviour of road users and pedestrians at crossings; obeying rules related to signs, lanes, junctions, crossings, road markings and traffic lights

3.4 Behaviour that can lead to negative responses in others: failure to show consideration for other road users; inattention; ignoring the rules of the road; aggressive behaviour eg tailgating, use of horn, gestures; showing irritation towards others' road use; competitive driving or riding; over-cautious behaviour

3.5 Managing behaviour: importance of recognising when driver behaviour is becoming unsafe; trying to be tolerant towards others' errors and poor attitudes/behaviour; staying calm and refraining from eye contact with aggressive drivers and riders; defusing tension by acknowledging own mistakes where appropriate; seeking advice or training to ensure mistakes are not repeated; how to deal with tailgating and people who are impatient to overtake; how to recover if affected by a confrontation eg finding a safe place to stop, seeking support and guidance

Essential guidance for tutors

Delivery

Learning outcome 1 deals with vulnerable road users. ‘Types’ here should be understood as covering both categories connected to type of transport (cyclist, pedestrian etc) and the road user (all users, children, elderly etc). Although this learning outcome does not include what makes people vulnerable when using public transport, taxis or minicabs, tutors might choose to cover this as way of introducing the topic. This would help to remind learners of the range of choice that is available to them when making a journey.

Much work has been done in recent years on traffic calming, and this is covered in learning outcome 2. The aim here is for learners to see the issue from the perspective of people who are trying to make the streets safer. One starting point would be to contextualise this by exploring the various ways that the state, local authorities and road safety bodies seek to modify people’s behaviour to keep people safe; then moving on to discuss general road safety issues such as seatbelt use and speed limits; and then considering specific traffic calming measures.

Learning outcome 3 is about how behaviour has a direct impact on safety. A good way of approaching this would be to start with a class survey in which learners are asked about their own behaviour. Later on this could be re-administered with learners asked to compare and discuss their ‘before’ and ‘after’ answers.

When teaching signals (covered in the Unit Content for assessment criterion 3.1), tutors should refer to the relevant sections of The Official Highway Code. Distractions (assessment criterion 3.2) will be particularly relevant to learners since not only are they a very common cause of accidents, but even the most careful road user is liable to be distracted from time to time. It is important for learners to recognise that they too can be a *cause* of distractions.

The Unit Content for assessment criteria 3.3, 3.4 and 3.5 are all closely linked. Although some of the content listed is particularly relevant to users of motorised transport, much of it is relevant to all road users including pedestrians and passengers. Assessment criterion 3.3 links to various criteria in other units (in particular the reference to ‘appropriate behaviour of road users and pedestrians at crossings’ and ‘obeying rules related to signs, lanes, junctions, crossings, road markings and traffic lights’). The difference is that in Unit 4, learners need to apply their knowledge – they need to know not only what is ‘appropriate’, but how this impacts on people’s perceptions of whether they are being considerate or not.

Learners will no doubt be able to draw on their own prior experiences of times when they have seen courteous or discourteous behaviour, even if only on their journey to and from school/college. It needs to be emphasised that the rules of the road apply to all road users, including cyclists – everything possible should be done to counteract the commonly held attitude that the rules apply only to motorised vehicles. The content related to managing of behaviour in assessment criterion 3.5 would lend itself well to discussions and role plays about the effects of peer pressure, for example how to respond when as a passenger you realise that your driver is behaving recklessly. It would also be beneficial here to explore the cultural aspects of this topic since this can vary greatly from country to country, and friction can sometimes be caused by a driver who has grown up in one culture failing to realise that different norms apply in another. A good practice activity here would be to get learners to produce a list of dos and don’ts for people new to the UK.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of programme of learning and assessment.</p> <p>Activity – card sorting with learners working in pairs to place in order descriptions of vulnerable road users in different situations, identifying who is most at risk of having an accident. Learners compare their results with a large group and these groups give feedback to whole class, justifying answers. Tutor-led discussion to clarify reasons why these road users are more vulnerable.</p> <p>Assessment – learners record types of vulnerable road users (learning outcome 1).</p>
<p>Tutor to pose the question: ‘In one third of all fatal or serious accidents speed is a contributory factor. What can be done to calm traffic?’ Learners brainstorm ideas.</p> <p>Activity – guest speaker from the police to speak about traffic calming measures in the locality. Learners prepare question for speaker about how measures reduce accidents and injuries.</p> <p>Activity – in own time, learners investigate road calming in local area.</p> <p>Activity – learners work in pairs to plan traffic calming measures in their own area/locality. Plans can be recorded on an enlarged road map. Pairs present their ideas to whole class providing explanation of how the measures would protect vulnerable road users.</p> <p>Assessment – learners record traffic calming measures that can be used in a specific area (learning outcome 2).</p>
<p>Tutor-led discussion to introduce the topic of signalling and why correct use of signals is important.</p> <p>Activity – learners work in pairs placing cards with statements about signalling: types of signals and when to use them under true /false headings, using The Official Highway Code as a reference. Tutor-led discussion to clarify correct responses.</p> <p>Activity – learners work in small groups to write possible causes of distractions to drivers on a large piece of paper. After 5 minutes the sheet is rotated to the next group for them add to the list and tick if there are any causes they agree with. Tutor leads a debrief to identify all the possible distractions the learners have identified.</p> <p>Activity – tutor-led discussion about mobile phone use causing accidents.</p> <p>Activity – learners research the legal position on mobile phone use when driving.</p> <p>Activity – learners work in small groups to all list the characteristics of a considerate road user: ‘the thoughtful selfless driver’. Groups feed back to the whole class to discuss and agree the ways consideration should be shown to other road users.</p> <p>Activity – learners make a leaflet for driving schools to give to their pupils about considerate driving.</p> <p>Activity – learners as a group compile a questionnaire to ask friends and family member about the behaviour of other road users that upsets them.</p> <p>Activity – learners use questionnaire to gather information from friends and family about the behaviour of other road users.</p> <p>Activity – whole class activity to compile results of questionnaires. Tutor-led discussion to analyse results</p>

Topic and suggested assignments/activities
<p>Activity – learners study newspaper reports of road rage incidents to consider the implications for the driver and other road users.</p> <p>Activity – group work analysis of different case studies of drivers showing intolerance to other road users. Learners to consider how the driver could have managed their behaviour to reduce the risk of an accident occurring. Useful websites:</p> <ul style="list-style-type: none"> • www.safermotoring.co.uk/RoadRage.html • www.driversdomainuk.com/advanced-driver/advanced-driving-tips.shtml <p>Groups feed back to the whole class for tutor-led discussion about appropriate ways to defuse each of the situations.</p> <p>Activity – tutor-led discussion: learners share their ideas about how they would respond as a passenger if a driver was behaving recklessly.</p> <p>Assessment – learners record effective and ineffective signalling by road users, common distractions that can contribute to accidents, ways in which consideration is shown for other road users, behaviour that can lead to negative responses in others, ways of managing behaviour when dealing with other road users (learning outcome 4).</p>
Assessment feedback review and evaluation of unit

Assessment

For assessment criterion 1.1, learners need to identify types both in terms of people and modes of transport. The evidence they submit must be specific enough to show some indication of what makes them vulnerable, for example ‘pedestrians when crossing the road’ rather than just ‘pedestrians’). The assessment for learning outcome 1 could be linked to learning outcome 2.

For assessment criterion 2.1, learners must choose a network of roads in a residential neighbourhood (preferably one that does not already have much traffic calming) and suggest traffic calming measures. Ideally their evidence will be presented pictorially, making use of published or self-drawn maps, with labels and pictures to show the changes that they are proposing. The wider the area, the more scope they will have to be creative. If being linked to assessment criterion 1.1, the map could identify the vulnerable road users that will be helped by each of the traffic calming measures. They need not include every traffic calming measure, only those they feel would be appropriate.

Assessment criteria 3.1 to 3.5 should be assessed by means of learners observing road use. This can be done in a fixed location (such as the college/school gates) but it would be more effective if done in a variety of locations, both fixed and in transit. Travelling as a passenger by public or private transport should offer good raw material for their observations. Alternatively, the centre could use video footage. Evidence could be presented in various formats, such as a log, a series of short written descriptions or a map annotated with descriptions of what happened. Diagrams or pictures could be used to add clarity.

For assessment criteria 3.1 and 3.3, they can include not only what they *did* see that counted as effective signalling or showing consideration, but also what road users could or should have done *differently*. For assessment criterion 3.5, if learners see any examples of aggressive behaviour, they could outline simply what happened and speculate on its causes, as well as suggesting what the driver or other people involved in the situation could have done to manage the situation differently. But if they do not see any real examples, learners could speculate about what a road user could have done had one of the examples of inconsiderate behaviour escalated into aggression.

Assessment criterion 3.2 could be integrated with the other criteria, but it might be more effective to present the data in diagrammatic form, for instance a table or graph of the different distractions observed over a period of time. (The evidence presented by learners need not outline the legal position on the use of mobile phones, nor the relationship between distraction and accidents.)

Essential resources

Centres must be able to access The Official Highway Code, either in hard copy or online.

Indicative resource materials

Training materials

Teaching books and student resources will be available from:

www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/FEAndVocational.aspx

Websites

www.rospa.com/RoadSafety/Default.aspx

Royal Society for Prevention of Accidents: road safety information and resources

www.direct.gov.uk/en/TravelAndTransport/Highwaycode

The Highway Code online

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))
- Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units (Pearson)
- General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures (JCQ)
- Equality Policy (Pearson)
- Recognition of Prior Learning Policy and Process (Pearson)
- UK Information Manual (Pearson)
- Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

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Annexe A

Mapping to Programme of Study at Key Stage 4 for Personal Wellbeing

	Unit number			
	1	2	3	4
Key concepts				
1.1 Personal identities				
1.2 Healthy lifestyles	✓	✓	✓	✓
1.3 Risk	✓	✓	✓	✓
1.4 Relationships	✓			✓
1.5 Diversity				
Key processes				
2.1 Critical reflection	✓	✓	✓	✓
2.2 Decision making and managing risk	✓	✓	✓	✓
2.3 Developing relationships and working with others	✓	✓		✓

Annexe B

Wider curriculum mapping

Study of the Pearson Edexcel Level 1 Award/Certificate in Safe Road Skills and Attitudes gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, and health and safety considerations.

Spiritual, moral, ethical, social and cultural issues

There are numerous opportunities to explore moral and ethical issues, for example in relation to how our own behaviour can impact on the safety of others and about what actions to take at the scene of an accident. Cultural issues could be covered in all of the units by discussing how attitudes and behaviour on the roads vary from one country to the next.

Citizenship issues

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues in relation to understanding individual responsibilities when using the roads and the impact that one person's behaviour can have on another.

Environmental issues

Environmental issues are covered in Unit 1 in relation to the environmental impact of different forms of transport.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Safety is integral to all of the units in this qualification.

Annexe C

Mapping to Functional Skills

Level 1	Unit number			
	1	2	3	4
English – Speaking and listening				
Take part in formal and informal discussions/exchanges	✓	✓	✓	✓
English – Reading				
Read and understand a range of texts				
English – Writing				
Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	✓	✓		✓

Level 1	Unit number			
	1	2	3	4
ICT – Use ICT systems				
Interact with and use ICT systems independently to meet needs				
Use ICT to plan work and evaluate their use of ICT systems				
Manage information storage				
Follow and understand the need for safety and security practices				
ICT – Find and select information				
Select and use a variety of sources of information independently to meet needs	✓			✓
Access, search for, select and use ICT based information and evaluate its fitness for purpose	✓			✓
ICT – Develop, present and communicate information				
Enter, develop and format information to suit its meaning, and purpose including: text and tables, images, numbers, graphs, records	✓			✓
Bring together information to suit content and purpose	✓			✓
Present information in ways that are fit for purpose and audience	✓			✓
Evaluate the selection and use of ICT tools and facilities used to present information				
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively				

Level 1	Unit number			
Mathematics	1	2	3	4
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine.	✓			
Identify and obtain necessary information to tackle the problem.	✓			
Select and apply mathematics in an organized way to find solutions to practical problems for different purposes	✓			
Use appropriate checking procedures at each stage.	✓			
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations.	✓			

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