

How to conduct an observed run

Pre-drive

1. On the Associate's first run be sure to give the disclaimer (give this before every run), deal with the document declaration and undertake the eyesight test. What is the Associate hoping to get from the course? What prompted it?
Ask the Associate to drive as they normally would (for at least the first 20 minutes or so) rather than be on their best behaviour; this allows us to identify major issues before any attempt to implement IPGA clouds the picture.
2. For subsequent runs, look at the Associate's last Run Sheet and particularly the Development Plan to assess the Associate's needs. Make sure today's run addresses the Development Plan and look specifically at addressing the 3's and getting them to 2 or above. This may take more than one or two runs - better to stick with it as once the competencies improve to 2's or above, it will also improve other aspects of the Associates drive.
3. Devise a route for the run taking into account development needs of the Associate.
4. Open the Observer booklet and turn to chapter(s) that deal with the Associate's development needs. You will find at the back of each chapter an outline of what competencies the Associate has to achieve - this gives you the aims and objectives for the run / Development Plan.
5. Test Associate's understanding of the material. Ask open questions to draw out information from the Associate - don't be too quick to give the answer in order to facilitate the Associate's learning and understanding.

Debrief

1. During the debrief mark Associate as 1, 2 or 3 against each competency. Do not write down split scores like 1/2 or 2/3. Do not be afraid to mark a 3 if it requires development. If it's a 2 or above don't focus on it anymore unless it becomes an issue and goes down to a 3. Don't mark the Associate down to a 3 if they make a single rare mistake but normally get it right.
2. Score 3 means 'requires development'. Score 2 means 'required competency met' and Score 1 means 'required competency excelled'.
3. For runs 1 and 2 mark all the competency boxes as 1, 2 or 3. This will provide a comprehensive overview of what the Associate is already good at and what needs to be developed.
4. From run 3 onwards don't attempt to mark all the competencies on the run sheet: concentrate mainly on those that need development (initially previous scores of 3). Don't mark too many: three to five depending on the focus of that run - this makes the aims and objectives more specific and targets the learning / development and makes it easier to plan. Keep it simple and specific - as the Associate develops the three to five specific competencies you will find that others will improve along with it.

5. As a balance to what may be several 3s, if possible, mark up to two items with a score of 1 where appropriate, highlighting areas that the Associate is particularly good at.
6. For a competency that scores a 3 a specific reason for this score must be written in the comments box and it should form part of the Development Plan. See the table below for typical comments – provide sufficient detail to allow the Associate to understand and correct the issue and to allow you / another Observer to check for improvement on the next run.
7. The comments boxes look back to the Observed Run and highlight specific reasons why the required competencies were not achieved. The Development Plan gives specific advice about how competencies can be improved and will form the basis of the next run.
8. Highlight up to three items that need improvement in the Development Plan box. A Development plan item may target an underlying issue that was responsible for several 3s or it may just target a single score of 3.
9. If no competencies have scored a 3, then concentrate on getting scores of 2 to scores of 1. Write down a specific reason for each 2 in the comments box and include in the Development Plan. Every time a 3 becomes a 2 or a 1, make a comment on the improvement and how they have improved e.g. “Having previously struggled at identifying limit points, now consistently reading limit points well, positioning appropriately and matching speed”.
10. There can still be improvement if a score of 1 is entered.
11. Some competencies will naturally develop without too much effort as an Associate progresses through a course. Other competencies may be scoring a 2 but the further development of these may also help to improve competencies that are scoring 3. Thus, for a given run, it may be beneficial to put an item scoring 2 into the Development Plan in preference to other items that score a 3.

Typical run sheet entries justifying a “3” score

Competency	Score	Typical comment to enter in run sheet
Pre-Drive/Ride Checks	3	Not enough detail. Didn't comment about tyres.
Fitness/Eyesight check	3	Failed eyesight test. Struggled with eyesight test. Appeared to have flu.
Cockpit Drill (car only)	3	Not enough detail. Could have a more logical flow. Didn't comment about warning symbols on dash
Rolling brake test	3	Braked to a standstill. No warning given. Braking was harsh. No comment after test
Knowledge – IPSGA	3	Could not describe IPSGA, could not remember the sequence
Observation – scanning	3	Generally fixed gaze straight ahead. Not looking far enough ahead. Insufficient sideways glances
Use of mirrors and rear observation	3	Poor use of internal mirror. Poor use of external mirrors
Take, Use, Give (TUG)	3	Not looking for speed limit changes. Poor signalling to others. A disconnect between observation and action
Road signs and markings	3	Lane markings not seen / ignored. Road signs not understood
Anticipation	3	Didn't anticipate the bus would stop / pedestrian would step onto road.
Hazard management	3	Too fast into hazards. Poor acceleration away from hazards
Bends	3	Too fast on approach. Safe speed not identified early enough. Gear too high in bend
Junctions	3	Too fast on approach, poor positioning, inappropriate gear
Roundabouts	3	Too fast on approach. Not looking to go. Poor lane discipline. Incorrect signalling
Overtaking	3	Not closing on vehicle ahead prior to overtake. Dangerous overtake. Too close to parked vehicles
Hazard prioritisation	3	Poor awareness of main threat at times. Position not sacrificed for safety
Vulnerable road users	3	Too fast when pedestrian close to pavement edge. Too close to cyclist. Caused cyclist to brake
Speed limits	3	Consistent failure to obey. Occasional failure to obey
Acceleration sense	3	Choppy drive at times due to alternate use of accelerator / brake. Gear too high to allow acceleration sense
Limit point	3	Limit Point not identified. Safe speed not established. Poor matching of speed to moving Limit Point
Braking technique	3	Too little at times. Too late at times. Braking not smooth and progressive. Secondary braking on occasion
Clutch and changing gear	3	Clutch released too quickly/slowly. Rides clutch. Poor grip when changing. Gear changing too snappy
Choice of gear	3	Too high a gear going down hill / before overtaking.
Timing of changes	3	Gear change too late for bends
Smoothness	3	Acceleration/braking not smooth and progressive. Try to avoid potholes. Steering harsh at times
Anticipation and Planning	3	Poor planning at roundabouts. Poor anticipation of what other users may do.
Hazard awareness	3	Didn't anticipate car door opening / bus pulling out / HGV slowing when going up hill
Progress and restraint	3	Overly restrained at times. Progress too great / too little.
Steering	3	Ships steering on occasion. Poor grip on wheel. Allowed wheel to slip through fingers
Slow manoeuvring	3	Too fast. Poor all round observations
Knowledge, H/code & course material	3	Poor knowledge of H/code / course material
Courtesy to other road users	3	Drove too near to vehicle in front. Too near cyclist. Caused other vehicle to slow
Vehicle/machine sympathy	3	Drove over several pot holes, over revved the engine. Harsh braking/acceleration/steering
Spoken thoughts (car only)	3	Insufficient comment. Insufficient detail

Checklist for Observer's first run with a new Associate

Introductions

Document declaration

Eyesight test

Do they have any disabilities relevant to driving?

On medication that might affect driving?

Associate's aims (pass advanced test or just improve?). Anything prompted it (e.g. accident)?

What do they think advanced driving entails?

Have they got IAM Associate Handbook (if not consider re-arranging) and have they read it?

Outline & conduct basic cockpit drill / POWDERY

Outline session (***means include at start of all runs**)

- for this first drive don't be on best behaviour / want to see warts & all so not expecting to implement IPSGA though they should understand concept
- **will try to give unambiguous directions well in advance - if unclear then ask***
- **default: stay on current road / straight on at junctions***
- **if I give feedback don't necessarily try to implement immediately – for next time***
- **if I suggest doing something they feel is unsafe don't do it – I might have missed something and they are in control at all times***
- session duration (typ 15 min intro + 30-45 min drive + de-brief / complete run sheet . 90 min total.
- **discuss moving brake test** (then do one as soon as appropriate on run*)
- when was horn last used / tested?

Any questions?

Drive – route for run 1 should be a mix of urban / country & motorway

De-brief:

- How was that for you – what did you do well & badly?
- Praise for good points / identify main issues / how they could be avoided / end on positive note
- Complete run sheet. Explain scoring.
- Homework / focus for next session: IPSGA and any specific topics, esp relating to issues scoring 3
- Arrangements for next session