

Road User Education Practice Guide

# Road User Education and Sports Leadership

creative collaboration for leadership  
and safety in communities



# Road User Education

**Road User Education is a process that seeks to influence young people's attitudes to road safety by tapping into their interest in mobility, riding and driving.**

**Road User Education (RUE) is:**

*...an educational approach to raising awareness of the health, social and moral responsibilities associated with mobility and road use, whilst also developing skills that aid progression and foster positive attitudes.*

© G Lloyd January '08

This approach goes beyond work with specified 'target groups'. It seeks to embed road safety education as a strategy to influence attitudes and behaviour around road safety, crime, the environment, citizenship, the motor industry and general health matters – the breadth of issues associated with safer road use.

# Contents

This Practice Guide gives advice on the planning, delivery and review of a programme that aims to integrate road user education into programmes focusing on cycle, motorcycle or motor sport, within the framework of Sports Leaders UK Awards in Sports Leadership at Levels 1 (14+) and 2 (16+).

The Guide is aimed at those who will be managing and/or delivering the programme.

## Part 1 Introduction 3

How road user education and sports leadership can link together; the value of a partnership approach; some of the issues that will need to be addressed in any collaboration.

## Part 2 Creative collaboration 5

Practical ideas on how to integrate the themes of road user education and road safety within the framework of learning outcomes required for the Sports Leadership Awards.

## Part 3 Practical guidance 16

A step-by-step guide to delivering a partnership programme, from planning through to evaluation. In three stages:

- Preparation 16
- Delivery 20
- Review and evaluation 21

## Additional resources 22

Resources for use in devising a programme, including useful contacts and additional materials. Includes:

- Sports Leaders UK resources 22
- Road User Education resources 22
- Motor sport resources 23
- Checklist for action 24

This Practice Guide has been developed by the Road User Education Organisation (RUE). The Notes are informed by work carried out through the Transit pilot programme funded through Transport for London. RUE gratefully acknowledges the support of Sports Leaders UK in the development of this Practice Guide.



# Part 1 Introduction

**This guide has been developed to help sports development workers, youth workers, road safety professionals and others to explore a positive link between sports leadership and road safety education.**

## About road user education and road safety

Road User Education is a process that seeks to influence young people's attitudes to road safety by tapping into their interest in mobility, riding and driving. Road User Education (RUE) is:

*...an educational approach to raising awareness of the health, social and moral responsibilities associated with mobility and road use, whilst also developing skills that aid progression and foster positive attitudes.*

© G Lloyd January '08

This approach goes beyond work with specified 'target groups'. It seeks to embed road safety education as a strategy to influence attitudes and behaviour around road safety, crime, the environment, citizenship, the cycle, motorcycle and motor industries and general health matters – the breadth of issues associated with safer road use.

In this context, the key factor about the road user education perspective is that its broad focus – going beyond the specific issues of road safety – means that the approach can be used in different contexts. It also provides an effective focus for inter-agency collaboration.

## About the Awards in Sports Leadership

Sports Leaders UK provides nationally recognised leadership qualifications and awards that help people – including young people – develop essential life skills such as organising, motivating, communicating and working with others.

The awards are practical; candidates learn by doing rather than through written work. Assessment is made of a candidate's ability to demonstrate their leadership skills. Candidates are asked to display an interest in their chosen activity, a positive attitude and a willingness to volunteer. In return, they can enjoy:

- a fun, practical qualification that focuses on leadership, rather than technical ability;
- a potential stepping stone into employment, further education or training;
- developing generic leadership skills that will be vital in other areas of life and contribute to the growth of confidence and self-esteem.

The sports leadership philosophy complements Government agendas such as 'Every Child Matters'. It also grows trained volunteers, who can contribute within their own communities.

This Practice Guide focuses on bringing road user education themes into the frameworks of:

- The Level 1 Award in Sports Leadership – aimed at the 14+ age range. The Award has a requirement of 30 Guided Learning Hours, plus a 1 hour demonstration of leadership.
- The Level 2 Award in Community Sports Leadership – targeting the 16+. The Award has a requirement of 35 hours, plus 10 hours demonstration of leadership. There is also a requirement to obtain an approved First Aid qualification.

**Note:** The Awards do not qualify candidates to deliver 'high risk' activities. Such activities must be delivered by a qualified person, who they will be able to assist in a leadership capacity.

Sports Leaders UK offers a range of other leadership awards. For more about the work of Sports Leaders UK, see the *Additional resources* section.

## A creative collaboration

The Awards in Sports Leadership focus on leadership, mostly through conventional sports activities. With some creativity, however, there is no reason why the framework cannot be used to accredit young people's learning and achievements around road user issues, through a focus on leadership within and through cycle, motorcycle and motor sport.

Those charged with delivering any educational experience must first engage the learners – and then they have to sustain that interest. For many young people, sport is a natural interest. They like to be active, take part in team activities and enjoy the challenge of competition. Cycle, motorcycle and motor sport are high profile and of tremendous interest to young people.

Using an interest in sport to link with other related agendas, such as healthy life styles, confidence building and challenging aggressive behaviour is not new. Many programmes have demonstrated the link between involvement in sport and a participant's wider personal and social development. What may be less common is the use of sport and sports leadership as a starting point to address specific issues, such as road safety or road user education.

Sport offers many opportunities to both introduce and reinforce a range of road safety messages. The obvious links are with such issues as the use of alcohol, drugs and their impact on a person's ability to perform – either on the track or behind the handlebars of a powered two-wheeler. The importance of personal fitness, health and safety, being able to hold concentration and the affects of fatigue offer a common agenda that can be explored.

## Potential partners

Integrating road user education themes into a Sports Leadership programme means that the learning will be relevant to the participants' futures as road users, as well as their involvement as sports leaders. It also creates an opportunity for sports development teams and schools to offer the Award to a new audience and to build new partnerships. At the same time the Sports Leadership Award programme offers a route for motor projects and road safety teams to offer recognised accreditation for the young people with whom they work.

Given the breadth of knowledge and skills required to deliver a Sports Leadership/Road User Education initiative, a partnership approach will be essential. This is an innovative idea that will almost certainly be taking partners into new areas of working. Agencies well placed to be involved in such a partnership would include:

- Road Safety Sections
- Schools
- Sport Development
- Youth Services
- Voluntary youth/sports organisations

While collaboration will be essential, experience suggests that one agency should take the lead in managing the initiative. The 'lead' agency may be different in each area, but a strong, identified lead body is most likely to ensure that the project is well managed and sustainable.

**Part 3 of this Practice Guide includes guidelines on partnership-building and collaboration.**

## Part 2 Creative collaboration

**This section explores ways in which tutors can integrate road user education themes into the Sports Leadership Awards framework of Units, learning outcomes and assessment criteria.**

### Context

A Sports Leadership Award programme is designed to prepare people for a leadership role. A programme integrating road user education themes could be a way of preparing young people for involvement in:

- cycle, scooter or motorcycle safety training programmes;
- pre-learner car driver training and awareness programmes;
- cycle sports groups, including BMX;
- go-kart groups.

In the case of motor vehicles, the young people's age may limit what they can do, but there will be many ways in which they can contribute. A programme focusing on cycles, motorcycles, go-karts or cars also creates an opportunity to explore some of the social issues related to vehicle use, which, in turn, creates further openings for young leaders' involvement.

### Opportunities and challenges

Activities combining sport and road safety can be challenging, fun and effective, but this programme demands a positive approach and some imagination. The links are there, but it may require some creative thinking to work out how the road user elements can be linked into the existing framework of the Awards' learning outcomes.

A successful programme will also require collaboration between specialist agencies. Again, this is not an easy route. However, it is a partnership that can have benefits all round – for young people, communities – and the agencies involved.

Achieving the Awards' learning outcomes in sessions focusing on cycles will be relatively straightforward. The greater challenges will be with motorcycles and cars, which don't require the same amount of physical

exertion. However, at the top levels, motor sports men and women do have to be physically fit, like any other sports person.

At an everyday level, concentration and quick reaction times are essential for effective vehicle control. Road safety, especially for young people, also hinges on the perception of hazard and risk – themes that could easily be explored through a sports leadership programme.

As well as including ideas for linking a road safety curriculum into the Sports Leadership Awards Unit structure, this section highlights some of the potential challenges and ways of meeting those challenges.

### Activities appropriate to Levels

While the general themes of the Units at both Levels are similar, candidates at Level 1 are required to be able to assist in the running of activity sessions and events. In order to gain an Award at Level 2, candidates need to demonstrate the ability to *plan and lead* activity sessions and events as part of a supervised programme.

### Learning style

The most effective learning style for the Sports Leadership Awards is active and participatory.

Tutors are encouraged to challenge participants to develop and share their own ideas, activities and ways of working. Tutors may model ways of working or principles of effective leadership – they should then create opportunities for participants to articulate their own ideas and put them into practice, based on the sound principles.

Sessions usually include a balance of demonstration, individual, pair/small group and collective learning tasks, with an emphasis on learning through practical activity and the development of leadership skills. They should also be fun!

**Detailed guidance for Sports Leadership Award tutors – and tutor training/accreditation – is available through Sports Leaders UK.**

## Achieving the Learning Outcomes

The following pages review the main units in the Sports Leadership Awards, giving some ideas and guidance on how road user education messages can be integrated into a programme focusing on leadership within the context of cycle, motorcycle and motor sport. **The guidelines include four main elements:**

- **Learning Outcomes:** the requirements for achievement of a Sports Leadership Award, in summary. The guidelines focus on the specific learning outcomes for the *Level 2 Community Sports Leadership Award*, for the 16+ age group. The approach can be adapted and applied for the Level 1 age group, taking into account the appropriate levels and requirements.
- **Roadlinks:** how the Learning Outcomes can be linked to road safety and road user education issues.
- **Pointers:** suggestions for activity ideas, focusing on leadership in the context of cycling/motorcycling/motor sport.
- **Essentials:** some thoughts on important elements that would need to be covered in each Unit, as they relate to cycle, motorcycle and motor sport.

**Please note:** the notes that follow are not intended to provide a comprehensive guide to running an Award programme. Full guidance and training on the delivery of Sports Leadership Awards is available from Sports Leaders UK (see the *Additional resources* section).

## Learning Outcomes: Unit 1

### Contribute to organising and delivering a sports activity session

**Includes:** Identifying the information required; Preparing an appropriate session plan; Preparing facilities and equipment; Preparing participants; Delivering a planned session

#### Roadlinks

**Working towards the learning outcomes creates an opportunity to highlight road user education and road safety issues. For example:**

- Thinking about increased risks related to cycles and motor vehicles... why does a leader need to be correctly prepared for a session?
- The importance of good observation/hazard perception skills.
- Road surfaces and safety – links to track inspection.
- The need for correct and properly fitted clothing/equipment for riding.
- Issues around being 'fit' to drive – physically and psychologically.

#### Pointers

##### Possible activities:

**A group contract:** for example, work with the group to identify a working agreement or group contract – this could be done with a simple flip chart and paper or by shouting out a list of key words like *respect*, *team work*, *trust*, *safety* etc and getting the group to agree or disagree with the meaning behind them. This could be fun and active by using a large room and naming two opposite walls *agree/disagree*.

**Individual skill practice:** for example, get participants to list the key ingredients to their session plan, the equipment they need and tell you how they would prepare the participants for a safe session.

**Teambuilding:** for example, lay out a range of obstacles in a hall or on an open site and ask the group to work in pairs and take it in turns to do a 'blind walk' with one of them blindfolded and the other shouting instructions.

#### Essentials

**Factors to highlight could include:**

##### Beforehand

- Gather riders' details, eg name, address, age and other relevant information.
- Consent forms
- Prepare a clothing/equipment list, eg boot and helmet sizes.

##### On site

- Ensure fire extinguishers are in place
- Visual inspection of track
- Note weather conditions

##### Participant preparation

- Ensure that riders are told to rest and drink fluids before the activity

**Note:** major health and safety pointers are included in Unit 2.

## Learning Outcomes: Unit 2

### Establish and maintain a safe sporting activity

**Includes:** Ensuring that facilities are safe for activity before, during and after a session; Monitoring participants' safety throughout the session; Getting appropriate safety advice from before, during and after a session; Gaining a first aid qualification; Following emergency procedures.

**NB:** 1) Candidates will need to be told that any 'high risk' activities must be delivered by a qualified person, who they will be able to assist in a leadership capacity. 2) Completion of a First Aid qualification is an additional requirement in the Level 2 programme.

### Roadlinks

**Working towards the learning outcomes creates an opportunity to highlight road user education and road safety issues. For example:**

- Preparation and action to stay mentally and physically alert during a long journey... how is this the same as/different from competing in sport?
- The bodies responsible for safety advice and guidance on the road, as well as in sport.
- First aid issues link with responsible road use and what to do at the scene of a road crash.

### Pointers

#### Possible activities:

**Risk assessment:** support participants to undertake a visual assessment of the site, track or building. This could be easily done by asking them to draw a diagram highlighting the key physical risk factors – walls, fences, pothole covers etc. They could also mark the position of fire and safety equipment etc.

**Participant safety:** regularly ask participants to recap on what you have said making sure that they have been paying attention to health and safety – before, during and after a session – and that they understand what it means and its importance in the context of vehicles and motor related sport.

**Warm up/cool down activities (circulation, stretch, mobility, flexibility):** ask participants to develop a driver's/rider's warm up/exercise routine that could be used before and during a long journey. Split the group into two and ask the other group to develop the same routine for a general sports session and then, compare the two.

## Essentials

### **Factors to highlight could include:**

#### **Venue/equipment**

- Bikes, check tyres, brakes, noise levels, fuel
- Note weather conditions
- Check that the appropriate equipment is being used for the session and point out the difference between road and off-road equipment, ie helmet difference and boot difference.
- Check safety equipment for signs of wear, ie straps and buckles.

#### **Safety procedures**

- Read and understand the emergency procedures handbook.
- Ensure that tyres and barriers are in correct positions.
- Carry out visual inspection of track.
- Know the whereabouts of the nearest phone/checking mobile reception.
- Ensure fire extinguishers are in place.
- Identify the First Aider(s).

#### **Participants**

- Check participants' readiness, eg medication check.
- Ensure that all jewellery is removed.
- Ensure that riders are told to rest and drink fluids before the activity.
- Check that clothing and equipment is properly fitted.

## Learning Outcomes: Unit 3

### Understand the structure of sport and recreation at local, regional and national level

**Includes:** Identifying local agencies that provide sporting and recreational activities; Identifying relevant regional and national agencies; Identifying the role that the Sports Leader can play in the provision of sporting and recreational activity; Identifying opportunities for further education and training in sport and recreation; Referring people to other appropriate agencies.

#### Roadlinks

**Working towards the learning outcomes creates an opportunity to highlight road user education and road safety issues. For example:**

- Link to Anti Social Behaviour and the irresponsible use of bikes – establishing of mini moto clubs and motor projects. Question – how can getting involved in motor sport activity help prevent anti social behaviour?
- How motor sport influences road safety – technology, tyres, training days at race circuits etc.

#### Pointers

##### Possible activities:

**Sources of information and support:** support participants to gain information about local and national motor sporting bodies such as the Auto Cycle Union (ACU), FIA (Fédération Internationale de l'Automobile), Motorsport Development UK etc.

**Personal study/research:** ask participants to undertake some personal study surrounding the structures, rules and laws associated with motor sport. This could be linked with the local mini motor club or with one of the large commercial tracks, such as Rockingham Motor Speedway, Brands Hatch etc.

#### Essentials

**Factors to highlight could include:**

##### General sports/leisure opportunities

- Source information material including internet searches for local sporting facilities including off-road tracks and leisure centres.

##### Local, regional and national

- Explain structures, opportunities, roles and pathways
- Identify agencies such as other projects and tracks at a local level, the Eastern Centre at regional level and the Auto Cycle Union at national level.
- Demonstrate the links and relationship between local clubs and national organisations.
- Gather information from the ACU and Motorsport Development UK websites regarding Marshal Qualifications, Clerk of the course and possible visits to other organisations.
- Be able to give names and information about other local facilities and contact details.
- Be able to use the ACU handbook and websites to gain relevant information.

## Learning Outcomes: Unit 4

### Understand and lead fitness sessions

**Includes:** Identifying the basic principles of fitness; Planning and delivering a session designed to improve levels of fitness; Identifying the basic principles of fitness testing.

### Roadlinks

**Working towards the learning outcomes creates an opportunity to highlight road user education and road safety issues. For example:**

- Link between fitness and safe driving/riding.  
Question – how fit do you need to be a good driver... professional/F1? What may work against this – lack of exercise, poor eating etc?
- Drug and alcohol limits and their influence on our ability to drive/ride.
- Tiredness kills.
- Distraction – eating, drinking, smoking, loud music, using your mobile whilst driving/riding.

### Pointers

#### Possible activities:

**Keeping concentration:** ask the group to think about the preparation needed to take part in an important track sporting event and compare this to the preparation needed to undertake an endurance race on bikes, cycles and in cars.

**Skill development:** being a good competitor means developing personal skills such as coordination, self confidence, good planning and self discipline. What similar skills as needed to be a good road user? Get the group to decide – what makes a good sportsperson and then a good driver/rider.

**Fit to drive?** Why not get the group to think of a simple test for general driver/rider fitness. Providing information about the test currently used by the Police for testing drivers/riders for drugs/alcohol misuse would be a good way of introducing the issue. And/or, devise a 'circuit' appropriate for riders/drivers, focusing on circulation, stretch, mobility, flexibility, stamina and skill, depending on the level of fitness and ability of participants.

**Note:** the Award requires groups to focus on general fitness, as well as fitness relating to the specific sports activities being covered in depth. A range of ideas is included in the Tutor Resource Pack, available from Sports Leaders UK.

### Essentials

**Factors to highlight could include:**

- The 'Five S's': Speed, Stamina, Skill, Strength, Suppleness

## Learning Outcomes: Unit 5

### Demonstrate principles and practice in running sporting events and competitions

**Includes:** Identifying the differences between an event and a competition; Identifying the main competition formats; Identifying the organisational requirements of running an event or competition; Organising sporting events and competitions in different formats; Acting as an official in a competition.

#### Roadlinks

**Working towards the learning outcomes creates an opportunity to highlight road user education and road safety issues. For example:**

- Question – how does being in a race change people's use of a car or bike? What are the additional risks?
- The consequences of a lack of attention to health and safety on the road and at a sporting event.
- Mini motos – and the illegal use of motorbikes on parks and recreation grounds. How does this type of activity impact on the local community, the use of recreation groups for their stated purpose etc.

#### Pointers

##### Possible activities:

**Planning issues:** ask groups to consider the differences between planning for a) a competition and b) an event. For example, what additional risks are associated with motor sport as opposed to a general motor vehicle event – such a rally for vintage cars/bikes? Groups could list the differences using a risk assessment framework.

**Event officials/marshals:** think about preparing event/competition officials and marshals; ask the group to research/discuss what training would be needed for a race circuit marshal.

**Planning a mini-competition or event:** what factors need to be taken into account when planning a vehicle-based event?

#### Essentials

**Factors to highlight could include:**

- Definition of motor sport
- Possible environmental, public and political objections to motor vehicle related sport
- Off and On-road racing, Hare and hounds, Enduro, Moto-x
- Required permits, insurance, health and safety requirements, ie fire extinguishers.
- Track marshal: honest, observant, impartial

## Learning Outcomes: Unit 6

### Demonstrate principles and practice in adapting sports activities

**Includes:** Identifying factors that can effect delivery of an activity; Adapting to changed circumstances within a session; Using limited space and equipment; Knowing a range of national governing body mini-games; Knowing a range of games and activities.

### Roadlinks

**Working towards the learning outcomes creates an opportunity to highlight road user education and road safety issues. For example:**

- Question – how can road safety be introduced in to sports leadership as part of an inclusion agenda?
- The promotion of driving/riding as a skill to be developed and not forgotten after a learner has passed their test.
- The need for good observation/hazard perception skills.

### Pointers

#### Possible activities:

**Skill assessment:** ask the group to think about how the bikes can be adapted to test for slow, skilful riding through slalom or whilst undertaking manoeuvres from the Compulsory Basic Training (CBT) syllabus. (This could be done by fitting a carrier to the bike to hold a plastic cup of water or a ball. The test could be how to get round the slalom with out spilling the water or dropping the ball. This could expand into a relay race with the rider changing at the end of each circuit).

**Responding to challenges:** participants can explore how they might cope with a serious injury or a difficult participant. Linking the session with risk assessment, provide participants with some ‘real life’ situations, such as someone coming off their bike and breaking an arm or a leg. What would they do?

**Adaptations:** explore how to adapt a specific activity for a group or setting (eg if some part of a course was not usable or to cater for mixed ability levels). For example, how would an event or competition be adapted for people with disabilities or made easier/more challenging to cater for different learning styles.

### Essentials

#### Factors to highlight could include:

- Impact of changing weather conditions
- Safety issues
- Making the necessary changes, reviewing and evaluating tasks and facing possible criticism and suggestions from group.

## Learning Outcomes: Unit 7

### Plan a series of appropriate sporting activities

**Includes:** Planning and providing a session plan; Delivering the session plan, with improvisation when required; Knowing the rules and regulations of the activity/activities; Planning a series of sessions, with progression from one session to the next.

**NB:** Remind the Sports Leaders that they will not be qualified to lead 'high risk' activities but will be qualified to assist someone that is qualified.

### Roadlinks

**Working towards the learning outcomes creates an opportunity to highlight road user education and road safety issues. For example:**

- Question – how can sport be used as a starting point for road user education?
- Exploring why the Highway Code is important as a sensible code of conduct and promoting responsible road use as *working with other road users* to ensure everyone's safety – team work.

### Pointers

#### Possible activities:

- **Telling the story:** promote the idea of a sport/road safety programme through the production of a leaflet, poster, advert or radio interview. The promotion must highlight the link between sport and road safety and encourage people to get involved.
- **Session planning:** prepare three road safety and sport sessions (showing progression) and deliver/review one of them with the group.
- **Rules and regulations:** developing participants understanding of rules and regulations, why they are important and making the link between competition rules and the Highway Code.

### Essentials

#### Factors to highlight could include:

Organise and assist in the running of a session for other school students or group members.

- Using the group as test subjects
- List track rules and ACU rules

## Learning Outcomes: Unit 8

### Demonstrate leadership skills in the community

**Includes:** Leading activities in a safe and competent manner; Demonstrating a mature attitude when leading; Making positive relationships with members of the organisation; Knowing the health and safety guidelines appropriate to the activity; Enabling participant progression through a series of sessions; Demonstrating leadership whilst working to a set of values.

### Roadlinks

**Working towards the learning outcomes creates an opportunity to highlight road user education and road safety issues. For example:**

- Demonstrate a link between sport and road safety.
- Promoting maturity as a good personal attribute for leadership and responsible road use.
- Applying health and safety to road use.

### Pointers

#### Possible activities:

**Making the point:** explore how to sell road safety, sport and sports leadership to policy makers and funders; for example, by preparing a presentation outlining the:

- links between road user education and sport/sports leadership
- reasons why the programme is a good idea
- benefits of the approach
- health and safety issues faced and how they will be addressed.

### Essentials

**Factors to highlight could include:**

- Lead the kitting up process and guide new riders in the correct procedure.
- Be prepared to separate yourself from the peer group and give instruction.
- Read and understand the ACU guidelines and Track rules.
- Students to prepare their own Health and Safety report and link this to road use.
- A record of all sessions should be kept and from this a progression plan will be formed.
- Inform participants of other tracks and the cost of bikes etc.

# Part 3 Practical guidance

## Preparation

### Initial thinking

#### Thinking positive

Feedback from young people suggests that we often approach the issue of road safety as a problem – or only focus on the problematic aspects of road use. This can create a negative climate for learning, making it more difficult to influence attitudes. Linking the theme to sports leadership immediately creates a positive focus on enjoyment and fitness.

#### Identifying your options

There are two key decisions to make at an early stage:

- The appropriate Level of Award
- The focus of the programme

The appropriate Award and Level will, for the most part, be governed by the age of participants, their ambitions and their existing skills and confidence levels.

In order to achieve the learning outcomes required for the Award, you will need to decide on which aspects of road user education you are going to have as your focus during the programme. These could be:

- Cycles and cycle sport, including BMX
- Motorcycles, mini motos and motorcycle sport
- Cars, go-karts and motor sport, including spectating, marshalling and/or taking part.

Your decisions are also likely to be influenced by:

- the space and resources available;
- the skills and interests of partner agencies.

#### Building in progression

The Awards in Sports Leadership offer a pathway of progression. However, it is also important to remember that the four key areas for personal progression are:

- **Practical:** building skills for leadership and voluntary experience – or for basic mechanics, taking driving/riding tests etc.
- **Educational:** including progression on to more formal training or accredited informal learning.
- **Economic:** financial action planning and finding suitable employment.
- **Emotional:** personal and/or professional support to help participants to change their behaviour.

Staff and agencies should look to reviewing *all* of those areas of possible progression.

#### Looking for partners

Delivering a Sports Leadership Award programme will require a collaboration involving a range of specialist skills. You will need to identify potential partner agencies, who can bring some of those skills with them.

You may need to research into work that is already going on locally, in terms of:

- road user education and road safety;
- sports development;
- community development;
- youth work and informal education;
- formal and further education.

This research will enable you to avoid duplication, as well as finding new skills and resources to build into the initiative. This type of programme may also attract the interest and support of local businesses, retailers and community groups.

## Partnership building

### Build a vision

One of the most common ways to initiate a programme is to convene a 'partnership group', where the general issues and ideas can be aired. A discussion paper or presentation, which outlines your initial thinking will provide focus and provoke opinion sharing. Key challenges include:

- getting the right people to your initial meeting, in order to establish a sustainable steering group that will help you meet your objectives more quickly;
- having an appropriate mix of people with managerial experience, as well as an understanding of the realities of working face-to-face with young people in informal settings.

### Clarify roles and contributions

Each partner will have their own agenda, preferred style of approach and internal policies, procedures and priorities. Ensuring that any differences are clearly explored and that common ground is reached is vital to the success of the partnership and the programme. Possible ways forward include:

- bringing together people who can commit resources and make decisions;

- using a simple SWOT analysis can help agencies clarify and share what they can give and what they hope to gain.

### Setting the working boundaries

In any partnership, it is important to establish an agreed working framework, with accurate recording, clear targets, and a timetable for meeting them.

For many stakeholders this initiative will be only one of many priorities and it is therefore important that a framework is set that helps them remain focused on the task they have agreed to do. The framework should include:

- a timetable of regular planning and review meetings;
- a work programme that is inclusive and ensures that partners feel valued;
- accurate recording and target setting;
- a commitment to share the workload and giving resources/funding;
- setting a clear, realistic budget.

## What is SWOT Analysis?

SWOT Analysis is a strategic planning method used to evaluate the Strengths, Weaknesses, Opportunities, and Threats involved in a project. It involves specifying the objective of the project and identifying the internal and external factors that are favourable and unfavourable to achieving that objective.

- **Strengths:** attributes of the organisation/partnership that are helpful to achieving the objective.
- **Weaknesses:** attributes of the organisation/partnership that are harmful to achieving the objective.
- **Opportunities:** external conditions that are helpful to achieving the objective.
- **Threats:** external conditions which could do damage to the business's performance.

The aim of any SWOT analysis is to identify the key internal and external factors that are important to achieving the objective. Action steps may be derived from the analysis.

## Planning in partnerships

### Assessing and engaging with participants

The nature of the learning outcomes of an Award in Sports Leadership means that you will need to consider carefully how you will assess need and then engage young people.

Assessment for the Sports Leadership Awards is covered in-depth in Sports Leaders UK's Tutor Training process.

### Getting the message right

If we are to ensure that young people make a commitment to the right programme for them, we must ensure that they have access to the information to make an informed decision about their involvement. The following offer some useful pointers for effective communication.

While there is a range of promotional material available for the Awards, you may need to devise additional materials to emphasise and clarify the focus of this particular programme.

**Promotional material:** the most committed young people are often those who have self-selected to get involved with a project or programme. Clear and well-designed publicity material can help to ensure that a young person knows what they are committing to. The material should include:

- a good overview of the programme, outlining its aims and benefits;
- a description of what will be expected of participants and what they can expect in return;
- highlights of the good and the less good bits;
- Indications of the possible progression routes.

**Open or taster days/events:** work with partners to organise opportunities for young people to 'have a go' or test out the activities prior to making a full commitment

## Programme design and activities

Guidelines for meeting the requirements of Sports Leadership Awards at Levels 1 and 2 are available from Sports Leaders UK (see *Additional resources*). They are flexible and can be adapted to meet the requirements of the group

In designing your programme, consider how your initiative could also address:

- **Risk taking:** for many young people risk taking is part of their everyday culture, whether this is through the misuse of alcohol, drugs, unprotected sex or through irresponsible road use. These more general issues can be addressed through a Sports Leadership Award.
- **Empowering communities:** all aspects of motor vehicle crime and anti-social behaviour – nuisance riding, irresponsible road use, drink driving etc – have an impact on local communities and the families that live in them. Government, locally and nationally, is increasingly giving priority to programmes that not only address offending, but also empower local communities to effect and manage change.
- **Empowering young people:** responsible road use is primarily about young people taking responsibility for your actions and the programme needs to be designed in a way encourages young people to take responsibility for their own learning and personal skill development.
- **Parental engagement:** parents and carers have a significant role to play in young people's road safety education. Although feedback suggests that many young people are now keen to learn to drive through professional instruction, many parents will continue to be involved in their children's education and will have concerns about their motor vehicle use. Award programmes can use their interest to develop and support the programme.

Consideration should also be given to how the programme will address the five key outcomes set out in *Every Child Matters*.

## Staffing

The focus of the initiative will dictate the experience and skill of the staffing you need. Some programmes are completely run by volunteers, others will need to be delivered through collaborative working by individual trained professionals. Tutors on award programmes must be trained and approved through Sports Leaders UK.

Whatever the make up of the staff team, the following points should be taken into account:

- It may not be easy to find workers who have both the practical skills and an ability to work with young people in a non-formal setting. There could be a need to train workers or outside speakers, in order to, achieve the programme's objectives.
- A steering or management group can provide a structure for offering a sounding board or working structure for staff.
- All workers, including volunteers and outside speakers, should be provided with a job brief and be clear what is expected of them.
- All workers should be checked through the Criminal Records Bureau (CRB) and you should be completely satisfied that they are fit to work with young people.

## Venues

Finding a suitable venue for the programme can be problematic. The main challenges include:

- Young people's 'territorialism', the style or label of the building and its accessibility are all factors that may deter young people from attending.
- Venues for off-road riding or driving can be hard to access. The practical experience session(s) may need to be carefully planned around a full day's activity, when the group can be transported to and from a suitable site.
- For some programmes it may be worth considering the use of a residential or specialist facility, where a number of things may be done on one site.

## Delivery

### Working together

#### Working with young people

Whenever possible, young people should be involved in the design and planning the programme. Their involvement should aim to facilitate:

- an opportunity for young people to influence the planning and management of the initiative;
- introduction to the programme and an opportunity to establish involvement ground rules and ensure that all participants understand what they can expect and what is expected of them.

#### Support and monitor frontline staff

The success of the programme is likely to rely heavily on the enthusiasm and creativity of the staff and, in many cases, volunteers. This commitment needs to be monitored in order that workers are supported and that:

- they maintain their enthusiasm and direction;
- their enthusiasm does not overpower any agreed strategy and that, as a consequence, they become the only people who *know* what is going on;
- a shared 'ownership' of the programme is maintained;
- the programme meets the required learning outcomes.

#### Maintaining a partnership

A partnership can be important for the sustainability of an innovative programme and the ability to deliver a programme at a reasonable cost. Maintaining the partnership can be difficult, as the programme may take some time to plan and deliver and, therefore, may be at risk of *enthusiasm fatigue* from those not directly involved in delivery.

- The development of a Working or Steering Group with consistent membership can offer a clear reference point and some structure of support.

#### Recording and monitoring

There are specific requirements for recording and monitoring of the Awards. Information is available to tutors from Sports Leaders UK.

## Review and evaluation

### Review and follow up

Given the innovative nature of a road user education/sports leadership programme, it is important to review and evaluate its delivery. This may be important for funders and other stakeholders; more to the point, an evaluation can help inform the shape or style of any future programme. There are three essential ingredients to the review:

- **Reviewing the programme:** the views of participants should form a key element of any evaluation of a programme – so this must be built into the design of the programme. In order to find out about progress towards their priority goals, all partners will need to contribute to the evaluation of the programme.
- **Evaluating the partnership:** the learning from the successes and challenges of partnership working can be taken into the future of this partnership and future partnerships.
- **Planning for the future:** you may want to look at follow up and opportunities for further funding, as well as thinking about the progression options for programme participants.

Whenever possible, all stakeholders should be involved with the review.

# Additional resources

## Sports leadership resources

### Sports Leaders UK

Sports Leaders UK provides nationally recognised leadership qualifications and awards through sport. The main award programmes are:

- Level 1 Award in Sports Leadership
- Level 2 Award in Community Sports Leadership
- Level 3 Award in Higher Sports Leadership
- Young Leader Award

Award programmes are also available through Sports Leaders UK in:

- Expedition Leadership
- Dance
- Foreign Language
- Maths
- Literacy

### Materials

Resources available through Sports Leaders UK include:

- Promotion packs and information, leaflets
- Tutor training
- Tutor Resource Packs are available for each qualification/Award.

Tutors on award programmes must be trained and approved through Sports Leaders UK.

For details on Qualifications, Awards, Tutor Training, regional and further information, contact:

w: [www.sportsleaders.org](http://www.sportsleaders.org)  
e: [info@sportsleaders.org](mailto:info@sportsleaders.org)  
t: 01908 689180  
f: 01908 393744

Sports Leaders UK  
23-25 Linford Forum  
Rockingham Drive  
Linford Wood  
Milton Keynes MK14 6LY

## Road user education resources

### The Road User Education Organisation (RUE)

RUE was formed in June 2004. One of its key aims is to improve communication and to facilitate partnerships between initiatives working with young people and using their interest in motor vehicles as a medium for learning. RUE does this by working with motor projects, youth projects, local authorities and road safety initiatives and:

- providing training, advice and support;
- undertaking feasibility studies, research and consultation;
- working with partners to promote road user education as a credible approach to working with young people;
- developing resources and lobbying influencers.

RUE seeks to ensure that the money spent on road user/safety education nationally is used effectively and achieves the maximum impact in the education of young people about the responsibilities associated with road use.

In addition to work around road user education, RUE also provides services to a variety of social and youth work agencies including approving and reviewing foster carers; Youth Service Ofsted preparation; general training; external supervision and support to voluntary youth work organisations.

More about RUE at: [www.roadusereducation.co.uk](http://www.roadusereducation.co.uk)  
Contact RUE at: [info@roadusereducation.co.uk](mailto:info@roadusereducation.co.uk)

## Transit

These Notes are informed by work carried out through the Transit pilot programme. **Transit** is the umbrella term for a collection of educational programmes. The initial development of Transit was funded by Transport for London (TfL) and delivered between 2007 and 2008 by the The Road User Education Organisation.

The prime objective of Transit was to explore ways by which young people can be encouraged to engage in activities related to road user/safety education and consider the consequences of their motor vehicle use, legal or illegal. Transit was delivered through partnerships and has three key elements:

- **Motor Offenders Programme** – aimed at the serious motor offender
- **Voluntary Attendees Programme** – aimed at all young people
- **Preparation for Legal** – aimed at all young people

During the pilot stage of Transit, a number of resources were produced and brought together in the *Transit Toolkit*.

The *Transit Toolkit* is a collection of materials developed through the piloting process. Resources within the *Transit Toolkit* that may help with the planning, delivery and evaluation of any Road User Education Programme include:

- **true stories** – providing an overview of the Transit pilots
- **Transit partnership guide** – outlines the steps to planning and delivering a Road User Education programme through a partnership approach.
- **Transit Reference File (TRF)** – a CD-Rom library of resources includes:
  - **Pilot profiles** describing the work of the 11 pilot programmes.
  - **Resources**, including materials on partnership, assessment and programme resources, as well as background material on the rationale for and benefits of road user education - plus links to useful agencies and resources.

- **Practice Guides** – covering the three key Transit frameworks.
- **Transit Media project** – a DVD of road safety videos designed and developed by young people.

More information about Transit can be found at: [www.roadusereducation.co.uk](http://www.roadusereducation.co.uk) or by contacting RUE at: [info@roadusereducation.co.uk](mailto:info@roadusereducation.co.uk) or Transport for London Road Safety at: [www.tfl.gov.uk](http://www.tfl.gov.uk)

## Motor sport resources

### Motorsport Development UK

Motorsport Development UK is the partnership responsible for implementing a five year investment in British motorsport. Funding for the programme comes directly from the Department for Business, Enterprise and Regulatory Reform (BERR) and four regional development agencies (AWM, EEDA, emda and SEEDA) [www.motorsportdevelopment.co.uk](http://www.motorsportdevelopment.co.uk)

### Auto Cycle Union

The Auto-Cycle Union is the Governing Body for motorcycle sport throughout Britain. [www.acu.org.uk](http://www.acu.org.uk)

## Cycle and cycle sport resources

### British Cycling

British Cycling is the internationally recognised governing body of cycling in Great Britain. Its website includes information on road and track, cyclo-cross BMX and local cycle clubs. <http://www.britishcycling.org.uk>

## Checklist for action





Also available through Transit

## The Road User Education Practice Guides

- **Motor Offenders Programme** – aimed at motor offenders or those seriously at risk of offending.
- **Voluntary Attendees Programme** – open access training, aimed at young people who will benefit from some form of accreditation or recognition.
- **Preparation for Legal** – aimed at all young people who want to prepare themselves better for responsible road use before taking formal tuition.
- **The power of personal experience** – guidance on involving road crash survivors or bereaved family/friends in a Road User Education programme.

A comprehensive framework for engaging young people in road safety themes.