



Driving
Standards
Agency

Direct access scheme (DAS) guidance notes

The DAS guidance notes clarify what should happen during DAS training and should be read alongside the compulsory basic training (CBT) syllabus and guidance notes.

Introduction to the direct access scheme (DAS) guidance notes

These guidance notes have been written to clarify what should happen during DAS training. They have been built by comparing the content of the compulsory basic training (CBT) syllabus and guidance notes and the National Riding Standard™. They should be read alongside the CBT syllabus and guidance notes.

The sections of the guidance

In a similar way to the CBT guidance notes, the guidance is constructed in three sections:

- what should happen
- what the learner should know and understand
- what the learner should be able to do (to show that they have reached the required standard)

What trainers should be able to show

In delivering DAS training a trainer should be able to show that:

- each element of 'what should happen' has been covered
- the learner has demonstrated the appropriate knowledge and understanding
- the learner has performed suitable tasks to demonstrate competence

All of the principles that apply to CBT also apply here, such as treating each learner as an individual and not forcing a learner to go through material that they already know. A client-centred approach to training is essential. Where the trainer is teaching two learners at the same time there are benefits to making sure that their previous experience and their current level of ability is similar so that they can progress together.

The aim of the guidance notes

The guidance notes aim to provide some structure to DAS training without setting out exactly what the trainer should do, or in what order.

The trainer should decide which style and approach works for them and their learner **at any given time**. Some sections are designed to be over-arching and contribute to the overall learning experience (eg section 6: learning from experience and keeping up to date with changes).

A trainer should build in breaks from training, as well as regular recaps of progress to allow knowledge to sink in and situations to be discussed. The balance of breaks and recap should be tailored to the trainee's needs.

Learning outcomes

In making sure the learning outcomes are achieved the trainer should be able to:

- identify areas where the learner is failing to demonstrate competence
- help the learner to understand the barriers that are stopping them demonstrate competence
- help the learner to find ways to overcome those barriers

As the learner's skills, knowledge and understanding increase the trainer should be continually looking to help the learner build on that skill. Their aim should be to hand over responsibility for the learning process to the learner as soon as possible.

DAS training is about ensuring learners have the skills, knowledge and understanding to prepare for their riding tests and their subsequent independent riding.

Assessment of skills

The challenge to the trainer is that, although all the learners who come to them will be 21 or over, have completed a CBT course and be aiming to pass their practical motorcycle tests, beyond those facts they will have different experiences and expectations. The guidance assumes that CBT has already been covered by the learner but recognises that this may not have been recently. Therefore the trainer should make sure that the learner has covered the CBT syllabus and retained the knowledge, understanding and skills before they can carry on. If this is not the case, the relevant elements of the CBT course should be revisited.

Assessment of skills is primarily a matter of applying your professional judgement. The guidance notes set out some minimum performance standards but, in each case, you should remember that the question you are trying to answer is 'are you reasonably confident that this person is ready to take the DSA riding tests and subsequently ride safely on the road on any bike?'

S1: Introduction

This section is designed to be delivered at the start of the course, although some elements may take place when the learner books the course. The aim of this section is that

- the learner should understand the aims of DAS training
- the trainer should check the learner's riding experience and knowledge
- the trainer should design a programme of learning, based on the learner's needs
- the trainer should be confident that the learner meets the licensing and eyesight requirements

What should happen	What the learner should know and understand	What the learner should be able to do (to show they have reached the required standard)
1. The learner should receive an explanation of the aims of the DAS course and how it will operate.	<p>That the purpose of the training is to make sure learners have</p> <ul style="list-style-type: none">• the necessary theoretical understanding• practical skills <p>to prepare for their practical motorcycling tests and ride unaccompanied on any motorcycle, safely and responsibly, after they gain their full licence.</p> <p>The relationship between CBT, DAS and the motorcycle theory and practical tests.</p> <p>That if the trainer is confident that a trainee has already learnt the necessary theory and can show the required skills, they may move on more quickly.</p>	Show that they qualify to take part in the course.
2. The trainer should establish what riding experience the learner has.	<p>The learner should know everything that is covered by the CBT Syllabus as a minimum.</p> <p>The trainer should establish what type of riding experience the learner has, what road-user experience they have and what type of riding they intend to do when they pass.</p>	<p>This section does not require the learner to demonstrate any competence.</p> <p>Understanding and experience should be checked by Q and A.</p>

What should happen	What the learner should know and understand	What the learner should be able to do (to show they have reached the required standard)
3. The trainer should devise an initial training programme based on the learner's needs.	The learner should understand and agree the training programme, what they expect to get out of it, and how it delivers against their objectives for riding. The learner should also understand that the programme is flexible, in order to address their needs.	This section does not require the learner to demonstrate any competence.
4. The learner's eyesight should be tested (unless it has just been tested, for example on a CBT course).	<p>That if they need to wear glasses or corrective lenses they must be worn whenever they ride.</p> <p>That they should get their eyes tested every two years as a minimum, and if their eyesight changes they must obtain appropriate glasses or corrective lenses.</p> <p>That different sorts of tinted and light-sensitive lenses or visors may react in different ways in particular riding conditions and how this may impact on their ability to see clearly.</p>	<p>Read in good daylight, with glasses or contact lenses if they wear them, a motor vehicle number plate from a distance of 20 metres (about 66 feet). Older style number plates should be read from a distance of 20.5 metres (about 67 feet).</p> <p>Wear glasses or contact lenses at all times when riding, if needed to meet licence requirements.</p>
5. The trainer should make sure that the learner is physically and mentally fit to ride and learn.	<p>How their mental and physical fitness can affect their riding ability.</p> <p>That they should talk to the trainer if they have concerns about their fitness to ride, at any point during the course.</p>	This section does not require the learner to demonstrate any competence.

S2: Transition to a large bike (where required)

This section applies to training learners who have only previously ridden small bikes (125 cc or lower). The aim of this section is that

- the learner should gain confidence in control of a large bike in a safe environment
- the trainer should make sure the learner understands the difference between the bikes they have ridden in the past and the one they are now being trained on and how this affects the way they control the bike

The trainer will be aware of the requirements of the off-road (module one) test and may choose to introduce the trainees to the manoeuvres they will need to master at this stage. Alternatively they could choose to deal with them as they are encountered on the road.

What should happen	What the learner should know and understand	What the learner should be able to do (to show they have reached the required standard)
6. The trainer should make sure that the learner understands the risks of riding a large bike and what they can do to reduce the risks.	How a large bike affects their risk profile and what to do to reduce that risk.	This section does not require the learner to demonstrate any competence. Understanding and experience should be checked by Q and A.
7. The trainer should make sure the learner becomes familiar with controlling the large bike before they ride it.	How a large bike differs from a small bike in <ul style="list-style-type: none">• weight and balance• power and acceleration• braking• control	Put the machine on and off its stand(s) safely, keeping control at all times. Wheel their machine forwards and through right and left hand turns and to a stop keeping control at all times. Start and stop the engine safely.
8. The learner should be able to practise the following manoeuvres, ideally on an off-road site <ul style="list-style-type: none">• move away• controlled stop• figure of eight• u-turn• left and right turns• emergency stop		Carry out all manoeuvres while <ul style="list-style-type: none">• maintaining full directional control of their machine at all times• making controlled use of both brakes• changing gear smoothly, at the correct time, without interrupting progress• making effective observations

S3: Hazards and junctions

The aim of this section is that the learner should be able to

- identify potential hazards, prioritise and deal with them safely
- deal with all types of junctions safely

The trainer should introduce the learner to as many different types of hazards and junctions as possible. However, the trainer should make sure that the learner is only introduced to a particular hazard or junction when they have demonstrated enough competence to be able to handle it reasonably safely. They should be prepared to alter routes used according to the learner's progress.

This section is not designed to be self-contained, and should be revisited throughout the training course. As the learner's confidence grows and they show an ability to deal with more than one thing at a time, the trainer should expose them to more complex combinations of hazards.

The trainer should explain and ensure the learner understands how they will use the radios, what instructions to expect and what they should do in response to those instructions.

The trainer should take every opportunity to encourage the learner to use their theoretical knowledge to better understand how to respond to the hazards that they encounter.

What should happen	What the learner should know and understand	What the learner should be able to do (to show they have reached the required standard)
9. The learner should be given the chance to link their knowledge of the Highway Code with real situations.	The rules of the road and how to interact safely with other road users, especially at junctions.	This section does not require the learner to demonstrate any competence. Understanding should be checked by Q and A.
10. The learner should be given the chance to practise dealing with a range of junctions.	The different types of junction. How to use a systematic routine to deal with junctions safely.	Deal with all types of junctions safely and legally.

What should happen	What the learner should know and understand	What the learner should be able to do (to show they have reached the required standard)
11. The learner should be given the chance to practise dealing with a range of static hazards.	<p>The different types of static hazard.</p> <p>How they can change with weather conditions.</p> <p>How other road users may negotiate hazards in different ways, depending on the vehicle they are driving or riding and their experience.</p>	Identify and assess static hazards and deal with them safely and responsibly.
12. The learner should be given the chance to practise dealing with a range of developing hazards.	<p>The different types of developing hazard.</p> <p>The difference between static and developing hazards and how they may need to be dealt with in conjunction with each other.</p> <p>How a developing hazard may change and how it may affect other road users' reactions.</p>	Identify and assess developing hazards, prioritise them and deal with them safely and responsibly.

S4: Overtaking and filtering

The aim of this section is that

- the learner should understand when overtaking or filtering is not allowed
- the learner should be able to assess the risks of each overtaking or filtering manoeuvre
- the learner should be able to overtake and filter safely and responsibly

The trainer should

- make sure the learner gradually builds up their experience of overtaking and filtering
- build in suitable opportunities for reflection and discussion of specific overtaking and filtering situations
- make sure the learner understands they should only overtake or filter when they are sure it is safe

What should happen	What the learner should know and understand	What the learner should be able to do (to show they have reached the required standard)
13. Various examples of overtaking or filtering situations should be discussed with the learner.	<p>How to determine whether an overtaking or filtering manoeuvre is safe, legal and necessary,.</p> <p>How to assess and reduce the risks associated with such a manoeuvre.</p> <p>That some other road users may respond negatively to filtering and overtaking and how to reduce and prepare for this.</p>	<p>This section does not require the learner to demonstrate any competence. Understanding should be checked by Q and A.</p>
14. The learner should be given the opportunity to practise overtaking and filtering.	<p>That, especially when filtering, other road users may not see them or expect them to be in that position on the road, and may do something unexpected.</p> <p>That, especially when filtering, if they ride without due care and attention or reasonable consideration for other road users they may be prosecuted.</p>	<p>Make informed decisions about when it is or is not safe to overtake or filter.</p> <p>Overtake and filter safely and responsibly.</p>

S5: Dual carriageways

The aim of this section is that

- the learner should gain confidence riding on different types of dual carriageway
- the learner should understand how dual carriageways differ from motorways so that they can apply this understanding and ride safely on motorways when they become entitled to do so

What should happen	What the learner should know and understand	What the learner should be able to do (to show they have reached the required standard)
15. The learner should be encouraged to identify the particular challenges faced by motorcyclists on dual carriageways.	<p>The particular hazards and issues that a motorcyclist can face when using a dual carriageway.</p> <p>The rules that apply to joining and leaving dual carriageways.</p>	<p>This section does not require the learner to demonstrate any competence. Understanding should be checked by Q and A.</p>
<p>16. The learner should be given ample opportunity to practise</p> <ul style="list-style-type: none"> • joining dual carriageways • leaving dual carriageways • negotiating junctions and roundabouts on dual carriageways 	<p>The rules that apply when riding on a dual carriageway.</p> <p>The rules that apply to motorways and how they differ from dual carriageways.</p>	<p>Join dual carriageways safely and responsibly.</p> <p>Leave dual carriageways safely and responsibly.</p> <p>Interact safely and responsibly with other traffic on single- and multi-lane dual carriageways.</p>

S6: Learning from experience and keeping up to date with changes

The aim of this section is that

- the learner should recognise that they can always learn and that reflection is an important element of being a safe and responsible rider
- the learner should understand the benefits of keeping up to date with the Highway Code and changes to roads and to machines.

The trainer is not expected to deliver this section as a stand-alone section, although they could choose to do so if it fitted within their overall programme. It is more likely that the principles of this section are referred to throughout the course and in the way that the trainer hands over the responsibility of learning to the learner.

What should happen	What the learner should know and understand	What the learner should be able to do (to show they have reached the required standard)
17. The trainer should support the learner to take active responsibility for their own learning process.	<p>That they can always learn from experience.</p> <p>That passing the test is only the starting point to their riding 'career'.</p> <p>That changes in their personal circumstances could prompt the need for further training, for example when they buy a new bike, they intend to ride in another country, or they intend to use a sidecar for the first time.</p> <p>That rules, regulations and technology change and that there are benefits in keeping up to date.</p> <p>How to keep up to date with changes.</p> <p>How to use self assessment and feedback from others to help them to improve their riding ability.</p> <p>What training courses (such as the Enhanced Rider Scheme) are available to help them to keep up to date or further develop their skills.</p>	<p>Demonstrate their willingness to engage actively in the learning to ride process.</p> <p>Explain the advantages of a lifelong learning approach.</p>

S7: Extras

The aim of this section is that

- the trainer should aim to cover any extra topics that the learner is likely to need after they gain their full category A licence

Depending on the extra requirements, it may be appropriate for the trainer to agree with the learner a further programme of riding development.

What should happen	What the learner should know and understand	What the learner should be able to do (to show they have reached the required standard)
18. The trainer should provide any extra training that is relevant to the kind of riding that the learner intends to do.	<p>This will be specific to each learner, but may cover</p> <ul style="list-style-type: none">• what to do in the event of a breakdown• carrying pillion passengers• long distance riding – touring• travelling abroad• route planning and route following techniques• riding with a sidecar• riding with a trailer	