

JAUPT Appraisal Criteria for a Drink Drive Rehabilitation (DDR) Course Approval

V 1.2 August 2018

1. Introduction

The criteria laid out in this document will be checked against the 'Application Form', Trainer Evidence, Course Summary and, other supporting documentation in relation to the delivery and administration of the training. This is to ensure the requirements have been met and provide standardisation in the way in which the applications are assessed.

The criteria are underpinned by the applicable legislation that covers DDR within England and Scotland:

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- The Rehabilitation Courses (Relevant Drink Offences) Regulations 2012 (Amended 2015)
- Road Traffic Offenders Act (RTOA 1988)
- Road Safety Act 2006

2. The Application Form

Relevant application forms, guidance and examples can be downloaded from <https://www.gov.uk/guidance/set-up-a-drink-drive-rehabilitation-scheme-course>

[Insert link for Stat Guidance – to be hosted on JAUPT site.](#)

Page One

This page will confirm:

- **1.1** The course provider name and details. This can be a trading name and will show on the approval certificate and documentation.
- **1.2** The person operationally responsible for DDR including the application. If it is a large organisation you would expect to see a senior manager or director as the responsible contact. There is a risk that a junior manager who does not have authority to apply for approval gains approval without the knowledge and consent of the responsible contact.
- **1.3** The person who will be responsible for the day-to-day communications with JAUPT
- **1.3.4** Other approvals or accreditations should be listed here as this will provide you with a picture of the operation and the obligations they may need to meet under these approvals/accreditations e.g. ISO standards etc.

Please note any changes to the responsible contact must be made in writing by the current responsible contact as this may impact the approval.

It is imperative that all these details are provided. They can be the same person but for us to proceed with the application these details must be provided. If any are missing they must be requested.

The screenshot shows the top part of a form from the Driver & Vehicle Standards Agency. The title is 'Application for Drink Drive Rehabilitation Course Approval'. Below the title is a green header for 'Section 1: Course Provider Details'. The form contains several input fields:

- 1.1 Proposed course provider name: [text box]
- 1.1.1 Correspondence address: [text box]
- 1.1.2 Website address: [text box]
- 1.2 Name of person responsible for DDR: [text box]
- 1.2.1 Position (i.e. owner/director): [text box]
- 1.2.2 Telephone number: [text box]
- 1.2.3 Email address: [text box]
- 1.3 Name of primary contact: [text box]
- 1.3.1 Position in organisation: [text box]
- 1.3.2 Telephone number: [text box]
- 1.3.3 Email address: [text box]
- 1.3.4 Please provide Details of any other Approvals/Accreditations you have: [text box]

Page Two

This page will confirm:

Check that the information supplied for the Registered Details is recorded with Companies House/Creditsafe (if applicable). If the course provider has been previously approved, check to ensure there are no changes to their registered details which may impact the application e.g. change of legal entity.

Any changes to the legal entity or ownership of the company should be verified via Companies House/Creditsafe (if applicable). This will need to be discussed with the course provider as there is no provision for the transfer of an approval to another person or corporate body

- **2.1** Without sufficient information it can be difficult to understand and determine:
 - the type of legal entity the organisation is;
 - the size of the organisation;
 - legal obligations of the organisation;
 - information to ensure the organisation is professional and proper

As approvals are not transferrable, it is imperative we are sure who has the approval. It has been known for organisations to view their approval as an asset and try and pass it on to another legal entity; this is not permitted.

- **3.1** This information is critical to the application as it will allow you to understand if the supporting information we require in relation to venues, trainers, quality assurance etc is sufficient for the organisation and areas indicated here. The course provider must supply a list of training venues that will be used i.e. full name and address.

During the lifetime of the 7-year approval the course provider may apply in writing or via the JAUPT website to expand where they deliver the course. To support this request the course provider must supply additional information on:

- training venues;
- evidence for additional trainer;
- an updated Scheme of Control (Section 2 – Quality Assurance and Section 4 – Trainer Selection)

Section 2: Registered Details

2.1 Type of organisation – Tick all that apply

<input type="checkbox"/> Limited Company	<input type="checkbox"/> Charity
<input type="checkbox"/> Sole Trader	<input type="checkbox"/> Local Authority
<input type="checkbox"/> Partnership	<input type="checkbox"/> Other (please specify) _____
<input type="checkbox"/> LLP (Limited Liability Partnership)	_____

2.1 If Sole Trader - Proprietor name: _____

2.2 If Partnership - Partner name(s): _____

2.3 Name of Registered Company or LLP: _____

Important: Approval is granted to the legal entity of your organisation and not the person who completes the application form (except in the case of a sole proprietor). There is no provision under the Rehabilitation Courses (Relevant Drink Offences) Regulations 2012 for the transfer of an approval to another person or corporate body.

2.4 Companies House registration number or Charity number (if applicable): _____

2.5 VAT No. (if applicable): _____

2.6 Registered address: _____

2.7 Name of Parent/Holding Company (if applicable): _____

Section 3: Geographical Areas

3.1 Please tick the geographical areas you wish to deliver the DDR course in and provide full details (name and addresses) of the venues you intend to use:

<input type="checkbox"/> 1. Cumbria & Lancashire	<input type="checkbox"/> 12. Kent, Surrey and Sussex
<input type="checkbox"/> 2. Greater Manchester	<input type="checkbox"/> 13. Cambridgeshire, Essex, Norfolk and Suffolk
<input type="checkbox"/> 3. Cheshire & Merseyside	<input type="checkbox"/> 14. Bedfordshire, Hertfordshire & Thames Valley

Page Three

This page will confirm:

- **4.1** Details on the previous course approval. This will allow us to obtain further information about the application to identify any issues which may need to be highlighted or taken into consideration e.g. details of previous Quality Assurance Visits, details of corrective actions etc.
- **4.1.1** The course number **may** change if there is a change to:
 - The Learning Outcomes
 - Course Content
 - Sector

A name change does not necessarily constitute a change in course number.

- **4.1.3** Details on Directors/Shareholders involved with other DDR course providers. This may provide us additional information that needs highlighting or taken into consideration when making a recommendation. This must be checked against Companies House/Creditsafe (if applicable).
- **4.1.5** Aims and Objectives* of the course are required to assist in understanding the course learning outcomes and assessing if it meets the DDR syllabus and Role 5 of the DVSA National Driving Standard (Category B)

<https://www.gov.uk/guidance/national-standard-for-driving-cars-and-light-vans-category-b/role-5-review-and-adjust-driving-behaviour-over-lifetime> (**Annex 1**)

*Aim = A desired outcome

*Objective = How you are going to achieve the aim?

- **4.7.7** Trainers are required to hold qualifications/experience in both delivering training and the subject matter they are training.

If the trainer evidence has been submitted previously for that course provider, they will need to confirm the name of the trainer for you to assess the trainer evidence in conjunction with the course content. For further information see “Appraisal of Trainer Evidence”

- | | |
|--|---|
| <input type="checkbox"/> 4. Cleveland, Durham and Northumberland | <input type="checkbox"/> 15. London North and West |
| <input type="checkbox"/> 5. North and West Yorkshire | <input type="checkbox"/> 16. London South and Central |
| <input type="checkbox"/> 6. Humber and South Yorkshire | <input type="checkbox"/> 17. South Strathclyde, Dumfries and Galloway |
| <input type="checkbox"/> 7. Staffordshire and West Mercia | <input type="checkbox"/> 18. Lothian and Borders |
| <input type="checkbox"/> 8. West Midlands and Warwickshire | <input type="checkbox"/> 19. Glasgow and Strathkelvin |
| <input type="checkbox"/> 9. East Midlands | <input type="checkbox"/> 20. Greater Manchester |
| <input type="checkbox"/> 10. South West (West Area) | <input type="checkbox"/> 21. North Strathclyde |
| <input type="checkbox"/> 11. South West (East Area) | <input type="checkbox"/> 22. Tayside, Central and Fife |

Section 4: Course Details

4.1 Has this course been previously approved? Yes No

4.1.1 If yes, what was the course number?

4.1.2 If no, has any director/shareholder been involved with another approved DDR Course Provider?
 Yes (go to 4.1.3) No (go to 4.1.4)

4.1.3 If Yes - on a separate sheet of paper please provide further details including the person's name, position and the name of the course provider previously involved with.

4.1.4 Please provide details of the training programme for the DDR course in the form of a course summary.

4.1.5 Please provide the aims and objectives (i.e. learning outcomes) for this specific course:

Aims:

Objectives:

4.1.6 Please attach details and evidence of the qualifications and fields of activity of each of your trainers to be used to deliver this specific course.

Page 4

This page will confirm:

- **5.1** The Scheme of Control and Confirmatory Statements (listed on pages 4 and 5 of the application) are critical to the course provider application, as they provide us with assurances on how key risk areas will be managed. In addition, they form the basis of the Quality Assurance activities and allow us to raise non-compliance easily.
If this is not supplied this would not demonstrate how the course provider intends to manage the delivery of a DDR course and therefore detailed questioning would be expected via the additional information process, which may delay the application process.

All courses are subject to audit and the auditor will verify that the course is being delivered as specified on the approved course summary and in line with legislation. Failure to deliver the course as approved may result in the withdrawal of the course.

Section 5: Compliance

5.1 DVSA must ensure the quality of approved course providers on behalf of the Secretary of State.

Please provide a Scheme of Control, with this application.

This will need to detail the arrangements in place to explain how your organisation will operate in a professional and consistent manner and will satisfy DVSA that these arrangements are sufficiently robust. Guidance for the Scheme of Control can be found at: www.gov.uk/guidance/set-up-a-driver-cpo-training-centre

Failure to comply with the Scheme of Control and Application may result in the DDR course being withdrawn.

Page 6

This page will confirm:

- **Declaration:** This provides a signed declaration that the information provided is true, complete and accurate. If this has not been signed please request a resubmission of the page.
- **Payment Methods**
This section is about payments and where the applicant should send the application to. If the course provider has paid the appropriate fee this does not have any impact on the appraisal process of the application. This is because the application is not referred for appraisal until the payment has been received and confirmed.
- **Checklist**
This section provides a checklist for course providers to ensure they have included all required information including reading and understanding the confirmatory statements within the course provider's approved application. If this box is not ticked you must ask the course provider for confirmation in writing.

the carrier) no later than 14 days specified in the order as the latest date for completion of the course for individuals who fail to complete the approved DDR course.

- 5.1.14 We confirm, and will give proof when requested, of the complaints procedure available to offenders should they have any concerns regarding delivery of the DDR course and/or service provided.
- 5.1.14 We confirm, and will give proof when requested, that we will abide by the guidelines for use of DDR logo.
- 5.1.15 We confirm, and will give proof when requested, that we will notify JAUPT of any changes for Find Your Nearest (FYN).
- 5.1.18 We confirm, we will submit the required performance and financial reporting templates and pay associated fees by the 14th of each quarter.

Section 6: Declaration

I declare that the information I have given in support of the application to deliver an approved course is true, complete and accurate.

Name:

Position:

Date:

Section 7: Payment & Checklist

7.1 Payment of the current fee is accepted via the methods below and should be made within five working days of application receipt by JAUPT.

- Cheque (Please make cheques payable to DVSA)
- Credit/Debit card (A call to the course provider will be made by JAUPT to gain this information)
- BACS Please use the following bank details for BACS payment:
Bank Name: Nat West
Sort Code: 60-70-80
Account Number: 10004440
Please ensure your remittance advice is included.

3. Scheme of Control

A Scheme of Control (SoC) is a document which supports the application form and details the way an organisation minimises risk to provide consistent and quality training. The Scheme of Control that is submitted with an application will be proportional in detail and complexity to the size and scale of the organisation.

Course providers will be quality assured at least once within the seven-year approval period. During this visit the information provided in the application and the SoC will be audited.

The document should give details of the processes, procedures and/or measures they have in place to reduce risk in key areas of providing DDR training. Within the guidance there are headings which cover key risk areas. Within these sections there are sub questions which must be answered.

If the information is unclear or missing, you will need to obtain the information or seek further clarification from the course provider.

Copies of policies and procedures can help to give an indication as to the quality standard/material that the course provider produces.

1. Organisation Operation: The scale and complexity of the operation has an impact on risk. You need to understand this to assess the relevant risks and the detail required. For example, a larger organisation will require more controls in place than a sole trader.

a) Scale and size of the organisation

We would expect an overview including the approximate number of personnel involved with DDR and the number of training venues. This helps us to understand the levels of control required.

b) Logo Use

We would expect confirmation that the course provider has read and understood the logo guidelines and assurance that they will use the logo in line with the guidance.

c) Retention of Records

The course provider must confirm that they will keep records for a minimum of 7 years. They can do this either by hard copies or electronically however, they should confirm the method and tell us how these records will be stored.

2. Quality Assurance: For the course provider to monitor the standard and consistency of the training being delivered and implement improvements they should have quality assurance arrangements in place.

a) Quality Assurance

We need to understand how the course provider will ensure and assure the standard and quality of courses delivered. Many course providers will conduct internal audits, trainer standardisation meetings etc. Details of how often, how they record the findings/outcomes and how they implement corrective action will provide assurance that the process is effective. Quality assurance is vital and is expected across all course providers. Sole traders may wish to enlist the help of fellow providers or an external consultant etc.

b) Course Evaluation Techniques

Course providers should tell us how they will measure the quality of delivery through course evaluation and what they will do with the feedback to make improvements. Usually this is done via an evaluation form given to the offenders on completion, but it is up to the course provider as to how they manage this. They may also collect feedback

from their trainers. Whatever the source of feedback it is important we understand how this is being used to improve delivery, content (which must be approved via JAUPT) etc.

c) Implementing and Identifying Continual Improvement

The course provider may wish to tell us about other processes, systems, procedures etc to measure, monitor and implement continual improvement. For example, they may confirm they have rehearsals where their peers provide feedback to promote standardisation and improvements.

3. Communication: It is important that we are informed of changes to key staff and their contact details, otherwise we will not be able to deal with queries effectively. **Please note all changes must be in writing by the responsible contact immediately i.e. the person notified to JAUPT as operationally responsible for DDR training.**

a) Informing us of Changes

The course provider must tell us how they intend to keep us up to date with key changes to and within their organisation e.g. legal status/ownership, course provider name, address, contact details etc. Usually this is by confirming the changes in writing to their Account Manager however, they may also use the functionality on the website.

b) Process for Planning Training

The course provider must detail how they will plan the training to ensure the individuals meet the deadlines set by the court. Details such as how this is recorded, when and by whom are expected.

c) How you will notify JAUPT of any changes that affect the control and management of the key risk areas within the SoC

We would expect the course provider to confirm any changes in writing and provide us with an updated Scheme of Control. Any changes will need to be reviewed and the change approved.

d) Sharing news, updates (including legislative requirements) and feedback

We would expect the course provider to confirm they have regular meetings to provide updates, news and changes to their key staff. This may be supported or replaced by internal newsletters, memos, emails which are forwarded from JAUPT, DVSA etc.

4.Trainer Selection: The trainer(s) used to deliver DDR training must have appropriate qualifications/experience in delivering training and the subject matter being delivered. Here we need to know how the course provider will ensure this is the case.

a) How many trainers you have

This will provide us with an indication as to the complexity of records required.

b) How the trainer(s) will be deployed to meet demand in the specified geographical area(s)

We would expect the course provider to detail how they intend to use the number of trainers they have across the number of venues we have been told about. For example, will they use 'trainer one' for the three venues in areas 'X' because they are located within this area and will deliver one day of the course each week. We need to be assured that the course provider can meet the demand.

c) How you will maintain a record of trainer(s) and their skill sets.

We would expect the course provider to confirm that they already use or plan to use a 'trainer register' which details their names and experience/qualifications. This allows the course provider to ensure the correct trainers are delivering the courses they hold experience/qualifications for. A sole trader that does not employ anyone else will not require this.

d) How you will ensure that your trainers have appropriate qualifications

The course provider will usually confirm that the trainer(s) that are already employed have the experience/qualifications to deliver DDR and evidence will be provided as

part of the application process, but we want to know how they will ensure this is the case for any new trainers. This is usually done via the recruitment process. Trainer evidence will be checked at the course application stage. We would expect the course provider to confirm how they will also ensure this is the case for new trainers. It may be that they expect a certain qualification for the applicant to be successful.

e) How you will monitor and record Continuing Professional Development (CPD)

Many course providers will update the individual's personnel files with evidence of CPD. However, a larger organisation may also maintain a CPD record which lists all trainers and their CPD. They may review and update this periodically, on an ad-hoc basis or because of individual/employer/quality assurance feedback.

f) How you will ensure the trainer(s) undergo CPD to ensure awareness of the legislative requirements for DDR and good practice

This may be achieved by sharing JAUPT/DVSA communications, newsletters, attending training etc.

5. Course Planning: We require further details of how the course provider will plan the course to ensure that it is delivered within its approval period, with a competent trainer in a safe and appropriate location.

a) How you will manage more than one trainer delivering specific elements of the course content

Many course providers will ensure this is the case by using a manual process and/or one trainer to deliver the full course. If this is the case, you need an overview of the process. In some instances, the course provider's systems have allocated trainers to specific aspects of the course and will not allow a booking against an incorrect trainer. If this is the case the course provider should confirm.

b) How you will ensure that courses are only delivered within the period of course approval

If a course was delivered outside the approval period, it cannot be counted as DDR training therefore we need assurance that the course provider will monitor approval dates. This is sometimes done via a manual diary entry or electronically e.g. Outlook or bespoke systems. It is not acceptable for the course provider to confirm their certificate is displayed on the wall.

c) Changes/Cancellations for Planned Courses

As the JAUPT website has the functionality for course providers to tell us about planned courses, changes and cancellations we would expect them to use this. However, we also require assurance that we will be informed of changes/cancellations in a timely way and, at weekends. We would expect detail of a procedure and for this to include contingency e.g. no internet connection on a weekend.

d) How you will assess the suitability of training venues e.g. what criteria you will use to ensure that they are both adequate and safe

Most course providers will confirm they will visit the site prior to training and complete a risk assessment form. These forms will be inspected during the Quality Assurance Visit – **we do not approve them as part of the approval process**. In some cases, the course provider may provide you with a copy. If this is the case, you will still require written confirmation of when this will be completed, by whom etc.

e) Privacy and Confidentiality

The nature of the course means that privacy and confidentiality are paramount. We need assurance that the course provider understands this and what action they will take or procedure they will follow to ensure this in place for those who are in attendance.

f) Court Referrals

We would expect the course provider to tell us how they will record the number of:

- Referrals from the court
- The number of offenders who begin the course following referral

- The number of successful completions
- The number of non-completions
- Reasons for non-completions

g) Joining Instructions

Here you want to know an overview of the content e.g. start and finish time, venue, ID requirements, specific learning needs etc. In addition, we would expect to be told when these will be issued, how and who is responsible for issuing them.

h) Suitable Resources

We would expect the course provider to use a variety of resources to keep the offenders engaged. These resources are confirmed on the approved course summary but can change providing they are relevant to the content of what is being delivered and enhance the learning experience. The course provider should tell us how they will ensure this will be the case.

i) Materials

We need assurances that any material used within the course e.g. handouts, leaflets, video clips etc are relevant and link to the DDR syllabus and the DVSA National Driving Standard (Category B). How will the course provider ensure this is the case?

j) High Risk Offenders (HRO)*

Providers are required to identify a HRO, inform the offender, and book a course well in advance of completion date so that a medical can be performed in time to be able to benefit from the full reduction. The trainer should give guidance and information regarding the HRO scheme.

Those offenders identified by the courts as HROs must satisfy the Secretary of State that they do not have an 'alcohol problem' and are fit to drive, before their licence is re-issued. This includes agreeing to a medical examination by a DVLA approved medical practitioner.

**High Risk Offenders - Specified in regulation 74 of the Motor Vehicles (Driving Licences) Regulations 1999 (SI 1999 No. 2864): persons disqualified from driving for being two and half times or more over the prescribed limit; for failing without reasonable excuse to provide a specimen for analysis; or for being unfit to drive through drink or driving with an alcohol concentration above the prescribed limit on two or more occasions within ten years.*

6. Driver Registration: This is about ensuring that the persons attending the training are who they claim to be. It is the responsibility of the course provider to ensure an auditable trail of records. This should cover:

a) ID checks are carried out by each trainer

Course providers must tell us what ID they are willing to accept to validate the offenders ID and how this will be consistent across each trainer.

b) Record attendance & ID checks

To demonstrate attendance and ID checks the course provider must be able to demonstrate an auditable trail. To do this we would expect them to use an attendance register or similar.

c) Late Attendance

Here the course provider should tell us how they will deal with individuals that arrive late. It may be the course provider will not allow them to attend the course or they have a specific procedure for dealing with this. You need full details to provide you with assurance that the individual attended for the minimum period of hours.

d) No ID

Here the course provider should tell us how they will deal with individuals that cannot produce the correct ID. It may be the course provider will not allow them to attend the course or they have a specific procedure for dealing with this. You need full details to provide you with assurance that there are checks that ensure

the person who attended the training is who they say they are before the Certificate of Completion/Notice of Non-Completion is issued. It is not acceptable for the provider to say they remember. The Notice of Non-Completion must be

sent by post no later than 14 days after the latest date of completion and a certificate/receipt obtained from the carrier.

7. Consistent delivery of the course: There is a legal requirement for the course to be delivered in accordance with the course summary that was approved. Adherence to the approved course summary ensures that courses are within syllabus and that they meet the requirements of course duration.

a) Privacy Notice

A Privacy Notice must be provided to the offenders to tell them what data will be collected, how it will be used, who it will be shared with and how long it will be kept for before the start of the day. The course provider should confirm when this will be delivered and how. Whilst verbally or in writing e.g. within the presentation is acceptable 'good practice' deems that both should be delivered on each day of the course.

b) 16 hours Training

Usually course providers will confirm there is a declaration on the attendance register that trainers must sign. This is sufficient, but you may find that this is done in conjunction with internal audits.

c) Approved Course Summary and Meeting Learning Outcomes

Here we want to know how the course provider will ensure that the course is delivered in line with the approved course summary and that the learning outcomes are met. How does the course provider measure the learning outcomes have been met?

The course provider may confirm that they conduct internal audits to ensure that the course is delivered in line with the approved summary. In addition, the trainer may have a copy of the course summary for reference.

8. Course evaluation: The individuals should have an opportunity to provide feedback. Good practice will mean the course provider assesses the course and trainer to identify areas for improvement. Please provide information on:

a) Evaluation by the offender

When will the individual(s) provide feedback on the course and course delivery? How will this be recorded and what will be done with the feedback? For example, many course providers issue a course evaluation form on completion of the course, which is often completed on the day and later reviewed by the trainer and Line Manager and discussed. It may be that training & development is identified for the trainer or changes required at the next application submission.

b) Evaluation by the trainer

When will the trainer(s) provide feedback, how will this be recorded and what will be done with the feedback? Usually, trainers provide feedback on the content, structure and flow of the course, this is recorded during a one to one using minutes and improvements are identified for action at the application stage. In some cases, trainers will observe each other and will provide feedback on delivery. Using this method training & development can be identified.

c) Making changes following a Quality Assurance Visit

Course providers will receive full feedback (Action Points, Continual Improvement points and positives) during the Quality Assurance Visit. These will be confirmed within a report. As Continual Improvement points are not mandatory it may be the course provider chooses not to implement them. However, it is important for us to understand how these will be reviewed, considered and when improvements will be implemented. Following implementation how will the course provider review the

impact of the changes, who is responsible for the review and how often will it be done?

d) Measuring Transfer of Knowledge

To ensure learning outcomes are met the trainer(s) need to be clear on the aims and objectives of the course. We would expect details on how the course provider will ensure this is the case i.e. what models will be used e.g. Kirkpatrick's Model Level 2 - Learning.

e) Other Processes to Identify Improvement

The SoC covers offender, trainer, employer evaluation, internal/external quality assurance procedures. However, does the course provider have any other processes for identifying areas of improvement e.g. trainers observing each other?

9. Issuing Certificates of Completion/Notice of Non-Completion: It is expected that a Certificate of Completion or a Notice of Non-Completion is issued to each individual to demonstrate that they have legitimately completed/have not completed a full DDR course.

a) Issuing Certificates/Notices Securely to the Offender

When is the Certificate of Completion/Notice of Non-Completion issued and who is responsible for issue?

b) How you will confirm each offender has been issued with a certificate/notice

We would expect the course provider to keep a copy of the certificate/notice that has been issued. However, the course provider may have a more effective method which suits their organisation.

c) How will you inform the court

When is the Certificate of Completion/Notice of Non-Completion provided to the court, how and who is responsible for informing them?

d) How you will ensure that the Certificate of Completion/Notice of Non-Completion is secure

They must ensure that certificates are protected/secure and this is a legal requirement.

10. Other processes: There are legislative responsibilities and other obligations that are not specifically within the remit of training but will have an impact on the professional delivery of training courses. This should cover:

a) Current insurance cover you hold and maintenance of this

An overview of the insurance the course provider holds and how they ensure it is appropriate and renewed in a timely manner

b) Health & Safety (maintenance and policies)

What policies are in place and how do they maintain them to ensure they are accurate and up-to-date.

c) Additional Learning Support Needs

What policies are in place and how do they maintain them to ensure they are accurate and up-to-date

d) Current and appropriate policies and procedures

It should be noted that some course providers can obtain off-the-shelf policies and procedures that have been written by someone else, so an element of caution should be taken if they are to be used to gauge the quality of training materials produced by the course provider (e.g. Health & Safety policy).

e) Maintenance of a robust complaints procedure

An overview of the complaints procedure and how these will be recorded and managed including timelines.

3. Course Summary

A course summary can come in various formats, but usually they look like the examples below:

COURSE SUMMARY

Course Description <i>Tell us what you are hoping offenders will get from attending the course, detail the benefits of the course.</i>	
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Trainer Names and/or Qualifications Experience Required

Timing <i>In minutes</i>	Objectives/learning outcomes <i>e.g. What is the content that will be delivered. Please provide us with as much detail as possible</i>	Trainer Activities <i>e.g. What will the trainer be doing to show they are learning/participating</i>	Offender Activities <i>e.g. What will the offenders be doing to show they are learning/participating</i>	Resources <i>e.g. Presentation, Notes, Practical activity Materials</i>	Syllabus References Click here:
This element does not count towards the overall timing of the course	Course Registration and administration prior to start of course. Identify and eligibility checks conducted. If applicable, license checks conducted for on road/practical courses.	Check all Licenses, signatures and physical likeness of trainees. Follow the Centre procedure for checking trainee's identification.	Provide identification Sign attendance sheet	Registration document Pens Classroom	N/A
15	BREAK	BREAK	BREAK	BREAK	BREAK
30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Total =					

Course Summary						
Name of course:						
Number of Offenders:						
Session No.	Timings (Minutes)	Content	Delivery Method	Resources (DVD Titles/Leaflets etc)	Location	Syllabus Reference
	Prior to start of Course	Identity Checks, Course Administration – including completion of registration form				
1						
2						
3						
4						
Comfort Break						
5						
6						
7						
8						
9						
Lunch Break						
10						
11						
12						
Comfort Break						
13						
14						
15						
Total time:		mins				

The course summary needs to provide you with a good level of detail to enable you to understand the content being delivered, how it is being managed and provide assurances that it meets the requirements of DDR.

3.1 Training Time

All courses are 16 hours in length, delivered over three days, with at least one week between each day. You will need to ensure that the total training time* adds up to the course length indicated on the application form e.g. 960 minutes. If it does not meet the requirement the course provider must resubmit the course summary showing correct timings. Where this does not provide this level of information you can request a more detailed summary, and, if required supporting materials such as presentation material.

* The following **cannot** be counted as training time:

- ID and Licence checks
- Administration or Registration
- Comfort breaks
- Lunch breaks
- Formal tests e.g. pass/fail element or a test where the group do not get sight of answers and that are not reviewed as a group

3.2 Introduction

It is good practice to deliver an introduction on each day of no more than 30 minutes which contains:

- Introduction to the Trainer
- Health & safety briefing including fire evacuation procedures
- Wellbeing e.g. toilet facilities, breaks, running times of the course
- Privacy Notice
- Aims and Objectives of the Course

This should set out clearly the overall objectives of the course i.e. to facilitate and support changed alcohol use behaviour in relation to driving. It should recognise the broad principles of the DiClemente model of change.

- Agenda for the day
- Learning Agreement
- Establishing pre-existing knowledge of individuals

If the introduction is longer than 30 minutes you will need confirmation as to why this is and assess if this is a suitable period for the content being delivered.

3.3 The Course Content

You must determine whether the content of the training course is suitable for DDR and links to the syllabus (*Annex 2*).

3.4 Training Delivery Methods

Courses may be supported by presentations and handouts etc. To ensure the training is as effective, engaging and as interactive as possible we expect a variety of delivery methods to be included.

Delivery methods could include:

- Role-play
- Case studies
- Experience sharing
- Group discussions
- DVDs
- Guest Speakers

Where JAUPPT identifies course delivery may lack interaction with the offenders we will seek clarification and give the course provider an opportunity to amend the course to make it more engaging.

3.5 Training Resources

Resources are the tools, hardware or equipment etc. that the trainer may use in the delivery of the course. A course summary will detail the resources used in the delivery of the training, but these

may change on the day and this is acceptable providing the resources are appropriate, relevant and enhance the learning experience.

When appraising the application, you will need to use your judgement as to whether the resources used are:

- Appropriate
- Sufficient for the number of those in attendance

As part of this the course provider must include titles of products used e.g. DVDs.

Where the resource is unknown, and you may need further assurance of content, you can request copies of it e.g. DVD, presentation etc.

E-Learning can be used as a resource providing it does not impact the trainer contact time.

3.6 Evaluation/Knowledge Transfer

It is imperative that providers measure knowledge transfer to ensure the learning outcomes have been met and to evaluate the effectiveness of a course which can be used by the course provider to determine:

- Where “tweaks” e.g. improvements may be required
- What works well
- Where significant changes are required (which must be submitted for approval)

3.7 Previous Quality Assurance Reports

If you have established that the course has been previously approved, you will need to see if a Quality Assurance visit has been conducted. By reading vital information in the report and checking the corrective action submitted you will be able to identify any areas of concern that you may need to take into consideration when appraising the course.

You should ensure you take the information provided via the Corrective System (CARS) into consideration. You should also take the timelines of response into account e.g. if a corrective action has not been provided for 15 working days and we have chased twice we should not be processing the application for recommendation of approval

Any corrective action provided at appraisal stage should be recorded in CARS.

4. Appraisal of Trainer Evidence

Courses are approved subject to suitable trainers delivering the course. Course providers can introduce new trainers throughout the course approval but must inform JAUPPT when a new trainer is used. It is the providers' responsibility to make sure that trainers have the required subject knowledge and teaching/training skills to deliver a given course.

Course providers can provide confirmation of the trainer(s) for a course that has been previously approved under their course provider approval without the need for resubmitting the evidence. They can also confirm this by recording information on the JAUPPT website.

4.1 Certification/Knowledge of Teaching Methods

It is accepted that where a course provider can verify (e.g. letter headed statement of experience) that a trainer has sound knowledge of teaching methods then JAUPT is able to recognise that trainer as having suitable teaching/training skills.

Although there is no set list of acceptable qualifications the following provides some guidance as the types of training/teaching qualifications that JAUPT considers as being acceptable.

- Further and Adult Education Teachers Certificate Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- NVQ level 3 in Training & Development
- NVQ level 4 in Training & Development
- CIPD Level 3 Foundation Certificate in Learning and Development/Training Practice

4.2 Certification/Knowledge of Subject Knowledge

It is accepted that where a provider can verify (e.g. letter headed statement) that a trainer holds experience (examples below) it is considered that they have a sound knowledge of the subject matter:

- relevant formal professional membership e.g. FDA
- substantial prior experience in delivering behavioural change programmes for example within a nursing, criminal justice, social care, youth work, probation or counselling context
- evidence that they are working towards formal accreditation with an appropriate awarding or professional body

Although there is no set list of acceptable qualifications the following provides some guidance as the types of training/teaching qualifications that JAUPT considers as being acceptable:

- Ascentis Level 3 Certificate in Understanding Substance Misuse
- Edexcel BTEC Award and Certificate in Working with Substance Misuse at levels 3 & 4
- City & Guilds Award and Certificate in Working with Substance Misuse at levels 3 & 4.
- City and Guilds Community Justice Award in Drug & Alcohol Services
- OU/FDAP Level Three Diploma in Health and Social Care (Alcohol and Substance Misuse Specialism)

In addition to formal alcohol and behavioural change, staff employed should also be familiar with the objectives of the DSA Safe and Responsible Driving Standard™

<https://www.gov.uk/guidance/national-standard-for-driving-cars-and-light-vans-category-b>

Annex 1

National Standards for Driving Standards for Cars and Light Vans (Role 5)

Role 5: Review and adjust driving behaviour over lifetime

What you must be able to do and understand to review your driving, change your behaviour and demonstrate developed skills, knowledge and understanding.

Element 5.1.1 Learn from experience

Performance standards

You must be able to:

- demonstrate that you have continued to develop and update your driving skills since you took your driving test
- recognise when your ability to drive safely and responsibly is affected by factors such as:
 - changes in your personal circumstances, such as changes in working patterns
 - changes in your state of health and your physical abilities, through illness or age-related deterioration
- a break from driving
- changing to an unfamiliar vehicle
- assess the seriousness of the factors identified and:
 - change your driving behaviour to reduce the risks
 - make plans for recovering or improving your driving ability
- seek professional help where needed
- tell DVLA if you have a health or medical condition

Knowledge and understanding requirements

You must know and understand:

- that you can learn from experience and continue to improve your ability to drive safely and responsibly all through your driving career
- how to assess your own ability to drive safely and responsibly against best practice
- how to assess and learn from others' driving behaviour
- how to use feedback from others to help you be clear about your own ability to drive safely and responsibly
- when to seek professional help
- the advantages of having regular driver development sessions with a competent instructor to keep up to date and remove bad habits
- the advantages of having an initial input from a competent instructor if you return to driving after a break or you change to an unfamiliar vehicle

Element 5.2.1: Keep up to date with changes

Performance standards

You must be able to:

- demonstrate that your understanding of the meaning of road signs and markings is current
- demonstrate that your understanding of the law on the use of a vehicle on public roads is current
- keep up to date with changes to vehicle technology especially if you change the vehicle you are using
- safely operate any technology that is fitted to any vehicle you drive including disabling it where appropriate
- respond correctly to any changes in the documents required to use a vehicle on the road
- take all steps needed to maintain your entitlement to a licence for the type of vehicle you are driving

Knowledge and understanding requirements

You must know and understand:

- where to find information about changes to signs, markings and legislation, such as:
 - The Highway Code updates
 - GOV.UK
 - government publications
 - motoring organisation websites
- where to find information about changes to vehicle technologies, for example:
 - manufacturers' websites
 - trade magazines and websites
- where to find instructions on the safe operation of technology fitted to a vehicle
- where to find information about changes to registration, MOT, or tax rules, such as:
 - GOV.UK
 - government publications
 - motoring organisation websites

Annex 2 – DDR Course Syllabus

Introducing the Drink Drive Rehabilitation Scheme Course Syllabus The Driver and Vehicle Standards Agency (DVSA) is responsible for setting the suite of National Standards for driving, and ensuring that all driving related interventions link to those standards. These national standards describe the skills, knowledge and understanding required to be a safe and responsible driver. The standards are relevant to initial training, post test development of skills and any remedial education for those who commit road traffic offences.

The Drink Drive Rehabilitation Scheme (DDRS) course syllabus is designed for those who opt to participate in the course as part of the sentencing court's disposal of their conviction. This course may be offered to those convicted of driving or being in charge of a motor vehicle with excess alcohol in their breath, blood or urine or of failing to provide a specimen. Its objective is to enable those individuals to change their behaviour to prevent further offending and thereby contribute positively to improved road safety.

This syllabus will be of use to course providers, trainers and facilitators, individuals, employers, Sector Skills Councils and standards setting bodies, regulatory authorities and awarding bodies, education and training providers and producers of learning materials.

In line with the DVSA philosophy of safe driving for life, DVSA acknowledges the driving standards will evolve over time, as will the learning outcomes of the DDRS course syllabus. DVSA will continually engage with key stakeholders to ensure the DDRS course syllabus remains fit for purpose.

This syllabus has two units:

Unit 1: Understand the impact of alcohol use in relation to driving

Unit 2: Change alcohol use in relation to driving

Unit format

Learning outcomes

Unit 'learning outcomes' set out what a DDRS course participant is expected to know, understand or be able to do as a result of their participation.

Assessment criteria

The 'assessment criteria' of a unit specify the standard a participant is expected to meet in order to demonstrate that a learning outcome has been achieved. DDR is not, currently, formally assessed. 'Assessment criteria' should, therefore, be seen as providing a guide to the trainer, about when participants are ready to progress to the next stage of the course.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a course to achieve each of the learning outcomes.

Guidance for trainers

The DDRS course is built on a model that recognises six typical stages* in the process of individual, behavioural change:

- 'Pre-contemplation' – where the idea that they need to change has not occurred to an individual because there is nothing in their frame of awareness to tell them that there is a problem

- 'Contemplation' – where an individual has some awareness that there is a problem, some awareness that there might be benefits to changing but also, probably, a large degree of fear about the amount of work etc. that would be involved in changing
- 'Preparation' – where a decision to change has been made but needs thinking through in detail and where the individual can be easily put off.
- 'Action' – where an individual actively changes their behaviour
- 'Relapse' – where old habits and tendencies reassert themselves e.g. in times of stress
- 'Maintenance' – where change has been integrated into the individual's life and has become automatic

Individuals attending DDRS courses are likely to have reached the Contemplation stage of this model. They may even have moved through Preparation and taken Action. Some individuals may be in a Relapse phase - remembering that they do not need to have been convicted before to have been motivated to try to change their behaviour. Wherever they are in the model, the overall purpose of the unit is to support them to take responsibility for their actions, recognise where they have acted inappropriately, and recognise that they can and should behave differently in compliance with driving standards, road traffic law and for general health benefits. The model also aims to support learners putting in place strategies to achieve that change in behaviour.

** Prochaska, JO; DiClemente, CC. Toward a comprehensive model of change. In: Miller, WR; Heather, N. (eds.) Treating addictive behaviors: processes of change. New York: Plenum Press; 1986. p. 3–27.*

The course makes the following assumptions about the conditions for effective behavioural change:

- Changing behaviour is more effective if people are engaged in thinking about their own solutions and setting their own goals.
- It is most successful when participants decide if and what they want to change.
- Successful change does not usually happen if the trainer strongly states a position while attempting to show trainees that they are wrong - this approach usually results in both parties becoming more and more defensive.
- The best approach to behavioural change is one that starts at the stage the individual has reached and builds upon that position - jumping straight to the 'action' stage will be counterproductive if the individual is still in the 'precontemplation' or 'contemplation' stage. This syllabus is about supporting individuals to contemplate and move towards change by providing inputs that help them to:
 - understand and acknowledge the seriousness and extent of the issue that requires them to change their behaviour
 - recognise the benefits that will flow from making a change

The factors that prevent understanding/recognition vary from individual to individual. Therefore, recognising the limitations of the course format, it is important that trainers take a client-course provider approach. This means that they should work to establish a conversation with the participants founded on mutual respect. This approach is based on the idea that people resist taking on new understandings and resist modifying their behaviour if:

- the person who is trying to teach them fails to respect and value their idea of who they are
- the person delivering the learning is not seen as 'genuine'
- the person delivering the learning is not seen as having legitimate authority

DDRS trainers may bring to the process a range of relevant, hard-earned, knowledge, understanding and experience. That input can be of immense value. However, if trainers rely simply on telling the

participant what they should or should not do, evidence suggests that the participants will not really change the way they think and quickly forget what they have been taught. If, on the other hand, the trainer presents their knowledge, understanding and experience clearly and effectively, listens to the participant's reactions, helps them to identify any obstacles and supports them to identify strategies for overcoming those obstacles for themselves, there is the possibility of a long-lasting change in understanding and behaviour.

Unit 1: Understand the impact of alcohol use in relation to driving

Unit aim and purpose

The purpose of this unit is to provide participants with the information and understanding that will help them recognise that their behaviour is problematic and to move from the Pre- and Contemplation stages towards Preparation for Change. Where an individual has already acknowledged that their behaviour is problematic the unit should reinforce and support their understanding and confirm them in their decision to Contemplate and Prepare for Change.

Unit introduction

This unit recognises that many of those exercising the option to participate in a DDRS course do not have a 'drink problem' as defined by the World Health Organisation; they do not engage in drinking that exceeds the government's sensible drinking limits. Therefore, this unit is not intended to be a 'therapeutic' or 'clinical' intervention. It is not intended to stop them drinking. However, the unit also recognises that some participants may well exceed those limits.

Participants completing this unit should gain a more realistic understanding of the way they use alcohol in relation to driving. In achieving this understanding they are also likely to gain a more realistic understanding of the way they use alcohol generally, which may lead them to think about the implications for their general health. This unit is not designed to deal with general health issues. However, it is reasonable that a participant should be able to ask for simple guidance about where they might seek further support if they feel they need it.

It is also right that those delivering this unit should have sufficient awareness of the broader context of alcohol use and alcohol related offending behaviour to be able to ensure their own safety and the safety of others. It is therefore, important that those delivering the course have an understanding of the issues this may raise, if only to comply with the 'Management of Health and Safety at Work Regulations 1999'.

Unit 1: Understand the impact of alcohol use in relation to driving	
Learning Outcomes	Assessment Criteria
1. A realistic understanding of their drinking behaviour in relation to driving	a) Acknowledge that the circumstances that resulted in conviction were under the participant's control and that nobody else was to blame. b) Identify any lack of knowledge, reliance on 'myths' and errors in judgement or thinking used to rationalise and excuse drink driving. c) Assess readiness to change drinking behaviour in relation to driving.
2. Understanding of the potential impact of drink driving on themselves and others.	a) Explain the role played by drink driving in the overall KSI statistics.

	<p>b) Explain the overall costs to society of a typical crash involving somebody who has been drink driving.</p> <p>c) Describe the potential impact on complete strangers and on themselves, their companions, friends and relatives, of being involved in a crash whilst drink driving.</p> <p>d) Explain the burden their actions place on the emergency services</p>
3. Understanding of the law relating to drink driving.	<p>a) Explain what a conviction means in terms of their criminal record and its potential impact on:</p> <ul style="list-style-type: none"> • ability to travel • the cost of obtaining medical and driving insurance • future employment prospects <p>b) Explain the likely consequences of being convicted for a second offence of drink driving or for driving while disqualified.</p> <p>c) Explain what is meant by the term 'high-risk' offender.</p>
4. Understanding of how alcohol reduces a driver's ability to drive safely and responsibly.	<p>a) Explain what the various terms used to describe the amount of alcohol contained in a drink mean, for example units, % vol. b) Explain how alcohol acts to impair or modify:</p> <ul style="list-style-type: none"> • motor skills • vision • hearing • thinking • emotions • perception of risk <p>c) Explain, in broad terms, how alcohol is metabolised in the system and approximately how long it takes to remove a unit of alcohol.</p> <p>d) Explain how the effects of alcohol can be multiplied by the use of over the counter, prescription or illegal drugs and by fatigue.</p>
5. Understanding of the broader health effects of alcohol consumption.	<p>a) Explain, in broad terms, the medium and long-term effects of alcohol consumption on the body.</p> <p>b) Explain the recommended safe limits for alcohol consumption.</p> <p>c) Explain, in broad terms, what is meant by hazardous drinking.</p> <p>d) Explain, in broad terms, what is meant by 'binge' drinking and 'harmful' drinking.</p>
6. A realistic understanding of their alcohol use, in general, and in relation to driving.	Produce a realistic assessment of alcohol use, with particular reference to driving.
7. Acceptance of responsibility and accountability for the actions that led to their conviction.	Acknowledge that their conviction for drink driving was the result of decisions they made.

<p>1. Their drinking behaviour in relation to driving</p>
<p>a) Acknowledge that the circumstances that resulted in conviction were under the participant's control and that nobody else was to blame.</p> <p>Meaningful changes in thinking and behaviour are more difficult to achieve if the participant has an unrealistic understanding of what they have done, and what has happened to them. Acceptance of responsibility is part of the movement towards change. This is not about blaming or criticising poor-quality thinking or 'excuses'. It is not about identifying the causes of 'distress' or symptoms in the past and it does not require catharsis or public apology. The focus should be on the 'here and now' to obtain a realistic understanding as a basis for change.</p> <p>Participants may not be able to acknowledge their ability to behave differently at this stage, but this can be set as the objective of the course.</p>
<p>b) Identify any lack of knowledge, reliance on 'myths' and errors in judgement and thinking used to rationalise and excuse drink driving.</p> <p>Full and correct knowledge can be sufficient for some to change their behaviour. Full and correct knowledge can undermine 'habitual'/auto-pilot responses and support active decision making. Full and correct knowledge undermines rationalisation of behaviour and focuses on participant's responsibility for their actions.</p>
<p>c) Assess readiness to change drinking behaviour in relation to driving.</p> <p>'Readiness Ruler' or similar to surface willingness/perceived barriers to change.</p>
<p>2. The potential impact of drink driving on themselves and others</p>
<p>a) The role played by drink driving in the overall KSI statistics.</p> <p>Drink driving is a significant contributory factor in crashes (9% of fatal and 6% of serious**). How easily a small error of judgement can cause a serious crash.</p> <p><small>**Road Accidents and Safety Annual Report 2011, Table RAS50001</small></p>
<p>b) Overall costs to society of a typical crash involving somebody who has been drink driving.</p> <p>Average cost to society of a serious crash (= £216,203***). Made up of emergency service time, legal costs, long term care for those injured - which the insurance companies identify as one of the major reasons why car premiums are so high.</p> <p><small>***Reported Road Casualties in Great Britain: 2011 Annual Report</small></p>
<p>c) Potential impact on complete strangers and on themselves, their companions, friends and relatives of being involved in a crash whilst drink driving.</p> <p>The emotional impact of causing death or serious harm to others, such as guilt or anger. Loss of self-confidence and self-esteem. Ripple-out impact of crashes. Passengers and other road users injured or killed. Disruption to family life, loss of loved ones, loss of people with skills, loss of employment, friendships broken.</p>
<p>d) The burden their actions place on the emergency services.</p> <p>Time taken up dealing with the consequences of drink-driving, especially in the context of reduced resources. Emotional burden placed on emergency personnel.</p> <p>Note: Although there may be benefit from using emergency personnel to highlight the potential consequences of drink related crashes, there is also evidence that exposure to 'shock-horror'</p>

messages can cause some individuals to close-down and deny any connection between their behaviour and the scenes they are exposed to.

3. Understanding of the law relating to drink driving

a) What a conviction means

Possible imprisonment, fines, disqualification, confiscation of vehicle, requirement to re-take driving test or extended driving-test. Drink driving is an 'absolute offence'. How long is an offence 'on-file'? The possible impact of a criminal record on the participant's ability to travel e.g. to the USA, and on costs of insurance and future employment. The requirements under certain circumstances to declare the conviction under the Rehabilitation of Offenders Act 1974.

b) The likely consequences of being convicted for a second offence of drink driving or driving while disqualified.

Increasing/maximum penalties. Classified as a 'high-risk' offender.

c) What is meant by the term 'high-risk' offender

High-risk offenders are those who

- are convicted of two drink driving offences within ten years
- drive with two and half, or more, times the legal limit for alcohol in their blood
- fail to provide the police with a sample of breath, blood or urine

High risk offenders do not get their licence back automatically after a period of disqualification. DVLA medical advisor requires a medical assessment before licence is returned or withdrawn. Financial implications in relation to licence application, DVLA medical fees and motor insurance.

4. Understanding of how alcohol reduces a driver's ability to drive safely and responsibly

a) What the various terms used to describe the amount of alcohol contained in a drink mean

What is meant by a 'unit' of alcohol; what a 'unit' looks like in different types of alcoholic drink; how to calculate how many 'units' there are in a drink; what is meant by % vol and specific gravity. That individuals may react differently to various forms of alcohol.

b) How alcohol acts to impair or modify

Impact of alcohol on:

- higher cortical functions e.g. planning, judgement, cognition, calculation, attention, vigilance, sequencing, and memory
- perception, discrimination, association, and voluntary response
- speed of the eyes in pursuing a target
- saccadic motion and latency times
- reaction times
- ability to fixate and focus
- spatial orientation

Vision and spatial awareness may be affected beyond the period when alcohol is detectable in the body. Alcohol induced euphoria, impaired judgment of risk and impaired decision making. Slower, weakened or uncoordinated physical response.

c) How alcohol is metabolised in the system and approximately how long it takes to remove a unit of alcohol.

How soon alcohol starts to impair performance and how long it continues to have a negative effect. That alcohol is absorbed quickly and eliminated slowly. That even the smallest amount of alcohol has an effect on performance. How to calculate, on average, how long alcohol will remain in the body. The morning after affect and the dangers of 'topping up'. How alcohol affects people differently, e.g. men and women. How the impact of alcohol can vary according to physical state,

fatigue etc. and the dangers of relying on 'average' models. Myths about preventing the negative effects of alcohol and about speeding up the elimination of alcohol from the body (such as drinking coffee). Why the only safe level of alcohol is zero.

5. Understanding of the broader health effects of alcohol consumption

a) The medium and long-term effects of alcohol consumption on the body.

Alcohol impacts on all body systems including gastro-intestinal tract, the liver and pancreas, muscles, blood, heart, endocrine organs, immune system, respiratory system, fluid and electrolyte balance. Increased incidence of cirrhosis of the liver, high blood pressure, increased risk of mouth, neck and throat cancers, breast cancer, heart attack, depression, obesity, loss of fertility and libido. Risks during pregnancy.

b) The recommended safe limits for alcohol consumption.

The NHS recommends men should not regularly drink more than 3-4 units a day. Women should not regularly drink more than 2-3 units a day. 'Regularly' means drinking these amounts every day or most days of the week.

c) What is meant by hazardous drinking.

Hazardous drinking is when a person drinks over the recommended weekly limit (21 units for men and 14 units for women).

d) What is meant by 'binge' drinking and 'harmful' drinking.

Binge drinking is drinking lots of alcohol in a short space of time, drinking to get drunk or consuming 8 or more units in a single session for men and 6 or more for women. Harmful drinking is when a person drinks over the recommended weekly amount and has experienced health problems directly related to alcohol.

6. Their alcohol use, in general, and in relation to driving

A realistic assessment of their alcohol use, with particular reference to driving:

Tools to record or assess alcohol use, such as reflective drink diaries. Tools to help understanding of whether alcohol use has moved into the harmful category, such as AUDIT.

Note: Where a participant comes to an understanding that their alcohol use may be having a significant negative impact on their body and shares that concern with the trainer, they should be referred to further sources of support. It is therefore important that the trainer is familiar with concepts such as 'harmful drinking' and that there is a process in place for referring or providing the necessary information to allow a participant to self-refer. That requirement could be satisfied, for example, by giving the participant a leaflet with appropriate contact details. This process should be confidential, unless the participant wishes to share their concerns.

7. Acceptance of responsibility and accountability for the actions that led to their conviction

Acknowledge that their conviction for drink driving was the result of decisions they made.

Revisit issues in 1 above. Has understanding moved? Is there a foundation for change?

Unit 2 – Content

1. Understanding of readiness to change behaviour

a) Make an honest assessment of readiness to change.

It is vital that the participant is clear about what they feel they can rely on to give them support and what they think is preventing, or may prevent, them making a success of change. Those with high levels of confidence are more likely to achieve successful change and to solve problems on the way. Tools to assess confidence levels e.g. 'confidence ruler'. Using positive feedback from confidence ruler to:

- reinforce understanding of how supporting resources can be used
- focus on ways to enhance confidence

Using negative feedback to help clarify about barriers to change or triggers for failure. Enhance confidence by remembering previous successes, watching successful people and modelling own behaviour, co-opting the support of relatives and friends. If confidence remains low think about producing less challenging goals as a first step.

b) Identify the advantages and disadvantages of changing behaviour.

Participant works out, for themselves, the costs and benefits of changing and not changing behaviour. Use of cost/benefit balance sheet. If there are more disadvantages focus on reducing disadvantages. Important to own the disadvantages of changing. It is unreal to pretend there are no advantages to existing behaviour. Summarise to produce a clear understanding of the risks associated with existing behaviour. What could life be like if the participant didn't change? Use balance sheet to decide what is a realistic change.

2. SMART goals for change

Set a goal to change behaviour that is:

- Specific
- Measurable
- Achievable
- Relevant
- Timely

Specific – Goals should be clear and precise, such as “I will not drink on the evenings when I have to get up early for work the next morning”.

Measurable – There should be a clear measure of the outcome and no ambiguity about whether the goal has been achieved.

Achievable – Goals should be within reach but challenging. Failure can demotivate. But – alcohol is not like chocolate. Being ‘less drunk’ is not an option.

Relevant – Stopping drinking spirits at the weekend is not relevant if the problem is drinking too much during the week and still being over the limit when it's time to drive to work in the morning.

Timely – Is the goal the right thing for the participant right now? They may want to reduce their alcohol use overall. Stopping drinking at critical times may be the vital first step.

3. Understanding triggers for drink driving/barriers to change

a) Factors that trigger or encourage drink driving behaviour.

Much drinking behaviour is habitual and triggered by the environment, at social functions for example. Changing patterns and environment supports changed drinking behaviour. Alcohol as a response to stress. Participants may not be conscious of triggers for drinking. Tools to identify situations where participants feel the need to drink.

b) Factors that make it difficult to change.

Some factors, such as corporate or peer group culture, may work actively to frustrate attempts to change.

4. Strategies for dealing with trigger situations and overcoming barriers

Identify appropriate strategies

Planning ahead to avoid/dilute the impact of high-risk/trigger situations that make it especially difficult to perform changed behaviour. Build in coping strategies.

‘If-then’ rules remind the participant to do their new behaviour.

‘If the lads at work suggest we go out for a drink **then** I will ask who is going to be the nominated driver.’ ‘If nobody is willing to be the nominated driver **then** I will say I cannot make it.’ ‘If I do get drunk **then** I will take a taxi home’. Repetition will make the response automatic. ‘If I let myself down **then** I will use it as a learning experience so that I don't make that mistake again.’

'Change Contracts' – written, signed, contract with a significant other such as the trainer, a partner, a best friend to reinforce intention to change.

Mini-goals reduce the change to manageable but challenging steps. Manageable steps bring earlier rewards, motivating change to the next mini-goal.

Identifying those who will give support, at times of stress, and in the long-term. Somebody close and trusted or a self-help group. Creating your own support groups. People who will understand failure but will encourage continued efforts. Identifying other supporting resources, such as sports course providers or places to go and relax when stressed, websites.

Self-monitor in a reflective change diary. Record success, identify reasons for failure. Recognise patterns that build up before failure. Share the diary, for instance within a Change Contract.

Rewards for success. Give yourself a pat on the back. Give yourself a treat. Bring supporters into celebration of success. Resist 'rewarding' success by permission to drink.

Review goals. Extend them if achieved. Devise a mini-goal if not achieved. Review your behaviour to gain a better understanding of triggers and of strategies that work for you. As new triggers are identified devise new 'if-thens'.

Make use of your support people and systems. Make it a habit to use them even if you don't need them, even when things are going well.

Be realistic about yourself and what you can achieve. Stretch yourself but don't set yourself up to fail.