

DDR Course Application

Appraisal Criteria

Date: April 2023

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:

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

Relevant application forms, guidance and examples can be downloaded from <https://www.jaupt.org.uk/docs-guides-and-links/drink-drive-rehabilitation>

Section 1: Course Provider Details

1.1 Course provider name:

1.2 Correspondence address:

1.2.1 Website address:

1.1 Course provide name: The name of the course provider. This can be a trading name but the name in this

1.1.1 section will show on the approval certificate and documentation.

1.2 Correspondence address: A full address including postcode of where the course provider would like all correspondence sent.

1.2.1 Website address: The website address of the course provider will be published.

1.3 Name of person responsible for DDR:	<input type="text"/>
1.3.1 Position (i.e. owner/director):	<input type="text"/>
1.3.2 Telephone number:	<input type="text"/>
1.3.3 Email address:	<input type="text"/>

1.2.2 Name of person responsible for DDR: The person 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 person. 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. These must be provided.

1.2.3 Position: The job title of the responsible person. In most cases, this will be evident if they are in a position of authority.

1.2.4 Telephone number: The telephone number for the responsible person. This could be a mobile number.

1.2.5 Email address: The email address for the responsible person.

1.4 Name of primary contact:	<input type="text"/>
1.4.1 Position in organisation:	<input type="text"/>
1.4.2 Telephone number:	<input type="text"/>
1.4.3 Email address:	<input type="text"/>

1.4 Name of primary contact: The person who will be responsible for the day-to-day communications.

1.4.1 Position: The job title of the primary contact.

1.4.2 Telephone number: The telephone number for the primary contact. This could be a mobile number.

1.4.3 Email address: The email address for the primary contact.

Please cross reference the Responsible AND Primary contact name(s) and details against the CRM. You may need to check deactivated contacts as well as the contact(s) may have been or are involved with another centre approval. If you find a contact /S associated with another centre, please ensure full details are recorded in the 'Appraisal Comments' on the CRM.

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

Section 2: Registered Details

2.1 Type of organisation – Tick all that apply

Limited Company

Sole Trader

Partnership

LLP (Limited Liability Partnership)

Charity

Local Authority

Other (please specify)

2.2 If Sole Trader - Proprietor name:

2.3 If Partnership - Partner name(s):

2.4 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.

2.1 Type of organisation: There should not be more than one type ticked.

2.2 If Sole Trader – Proprietor name: This name should be the person who is the sole trader. The name will show on the approval certificate and documentation along with their trading name i.e. proposed course provider name e.g. Joe Bloggs t/as JB Training

2.3 If Partnership – Partner names: These names should be the people in the partnership. The names will show on the approval certificate and documentation along with their trading name i.e. proposed course provider name e.g. Joe Bloggs and Jane Example t/as JJ Training

2.4 Name of Registered Company or LLP: This is the name of the organisation shown on Companies House. If this differs from the proposed course provider name, the registered name will show on the approval documentation and certificate along with the trading name e.g. Bloggs Ltd t/as JB Training.

2.5 Companies House registration number or Charity number (if applicable):

2.6 VAT No. (if applicable):

2.7 Registered address:

2.8 Name of Parent/Holding Company (if applicable):

2.5 Companies House registration number of Charity number: Cross check the information against 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 approval.

2.6 VAT No: This is the number registered with HMRC.

2.7 Registered address: Cross check the address provided here with Companies House/Creditsafe. This may differ to the correspondence address e.g. the registered address may be a head office.

2.8 Name of Parent/Holding Company: Some companies have a parent/holding company who control the subsidiaries e.g. the centre and therefore checks may need to be made on the parent/holding company.

Without the above information it can be difficult to understand and determine:

- The legal entity of the organisation
- Legal obligations of the organisation
- The level of detail required in the Scheme of Control
- If the organisation is set up to ensure it is professional and proper

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

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 |

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- | | |
|--|---|
| <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. North Strathclyde |
| <input type="checkbox"/> 10. South West (West Area) | <input type="checkbox"/> 21. Tayside, Central and Fife |
| <input type="checkbox"/> 11. South West (East Area) | <input type="checkbox"/> 22. Grampian, Highland and islands |
| | <input type="checkbox"/> 23. Wales |

3.1 Geographical areas: These are the areas that the course provider is requesting approval to deliver DDR in.

Areas can only be authorised if the course provider can offer classroom-based courses. Remote only courses within an area is not permitted.

During the lifetime of the 7-year approval the course provider may apply in writing to expand/change the areas 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 4: Course Details

4.1 Has this course been previously approved?

Yes

No

4.1.1 If yes, what was the course number?

DDR

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 Has this course been previously approved? If the centre has indicated 'yes' additional checks may need to be completed.

4.1.1 If yes, what was the course number? The approved course number should match that displayed on the Approval Certificate e.g. DDRXXXX/XXXX.

A new course number may be provided to a course that has been approved before if there is a change to:

- The legal entity of the centre
- The learning outcomes of the course
- Course content

It should be noted that a change does not necessarily constitute a change in course number. The course number should only change where the above applies.

4.1.2 If no, has any director/shareholder been involved with another approved DDR Course Provider? If yes, further checks will be required under 4.1.3.

4.1.3 If yes, please provide further details: This will need to be checked to identify any concerns/issues with the other course provider. Details will need to be considered when reviewing the application as additional information may be required from the centre. Any information will need to be recorded in the appraisal comments on the CRM.

Section 5: Course Delivery

5.1 Please provide details of the training programme in the form of a course summary.

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

Aim:

Objectives:

5.1 Course Delivery: Aims and Objectives* of the course are required to assist in understanding the course learning outcomes when reviewing the course summary.

Total length of course (in hours): All courses must be at least, 16 hours in length.

5.2 Aim 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 Standards (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:** Details on the desired outcome e.g. To provide up-to-date legislative information on *Tachographs*.

Objectives: Details on how the aim will be achieved. Describe why we need Tachographs. Demonstrate how to use them and provide information of the rules around them and examples of what happens if they are breached.

5.4 Please provide details of training skills, subject knowledge and experience for each trainer delivering this course. Evidence should assure DVSA that the trainer is competent and has the knowledge to deliver the subject matter.

5.5 Training Delivery: Classroom Remote

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 inline with legislation. Failure to deliver the course as approved may result in the withdrawal of the course.

5.4 Trainer Evidence: 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.

Courses are approved subject to suitable trainers delivering the course. Course providers can introduce new trainers throughout the course approval but we must be informed 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.

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 DVSA 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 DVSA 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

1.1.1 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 DVSA 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>

5.5 Training delivery: This will enable you to how the course is being delivered and what additional information/checks you will need to ensure that the course is suitable for the delivery methods specified.

Classroom: If the course contains practical activities the course provider must detail how they will manage it to ensure that all drivers receive a minimum of 16 hours contact time, are engaged and that knowledge transfer is promoted. We expect this detail e.g. more than one trainer will be used to facilitate and provide further learning support in the delivery of the training course to be included on the course summary.

Remote: Remote training is the delivery of training through a digital device such as a computer or tablet. Aimed at people who work from a remote location other than an office environment, it offers the opportunity to train people at multiple locations.

You will need to ensure that the course content is suitable for remote delivery. Courses that feature an on-road element or a practical element do not fit this model.

The course summary needs to clearly show how the training is managed and you may find contingency material is provided for approval as part of this.

Where a course is being delivered in classroom or remotely, the centre will need to show the differences.

To deliver training this way the centre will need to ensure that:

- They can effectively deliver a remote periodic training course to (the recommendation is no more than 15 drivers to 1 trainer).
- The course is interactive to maintain driver engagement.
- Offenders must have a suitable seated environment conducive to learning available prior to the course
- Offenders have a device with a front facing camera, microphone, and speakers, with a strong internet connection/mobile signal with sufficient battery charge for the whole course.
- The screen used must be suitable for the driver to engage and interact and read literature/presentation material. If not, other options should be considered.
- An established process is in place to carry out appropriate ID verification checks
- An established process is in place to manage a loss in connection or other interruptions so that the mandatory 16 hours periodic training is delivered.
- Copies of the remote training package is included with other course documentation when submitted for approval (if applicable)
- The link/access to the course must be provided when notifying us of planned training
- Sufficient breaks must be provided to minimise fatigue from excess screen time
- The use of 'break out rooms' and/or chat function within a training course to maintain driver engagement and increase variety within the course
- Provide learning material to support the course delivery prior to the course
- Provide suitable guidance for drivers to download/log on to your platform

Section 6: Compliance

6.1 DVSA must ensure the quality of approved course 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.jaupt.org.uk/media/774392/ddr-scheme-of-control-guidance-140818.pdf

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

6.1 Compliance: The Scheme of Control and Confirmatory Statements (listed in section 7) are critical to the application as they provide us with an understanding as to how the course provider intends on managing the delivery of DDR and any risks to the training.

The Scheme of Control detail should be cross checked against the Scheme of Control guidance document to ensure all areas have been addressed.

Section 8: 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:

Name, position, and date: This section should be completed however, if any information is missing the application can still be processed.

Section 9: Payment & Checklist

9.1 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.

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9.2 Application Checklist

- Course Summary
- Scheme of Control
- Trainer Evidence
- Payment Details

9.1 Payments: This indicates how the centre wishes to pay. An application will only be appraised if payment has received and confirmed.

9.2 Application Checklist: This section provides a checklist to the centre to prompt them to check all the required information has been provided.

Appraisal of 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>					
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 concluded. If applicable, license checks conducted for on road/practical courses.	Check all Licenses, signatures and physical likeness of trainee. 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.

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

1.1.2

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
- Ground rules

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.

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

Resources: 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. These could include:

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

Where 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. 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.

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)

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.

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

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

1.1.3 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.

1.1.4 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.

1.1.5 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.

1.1.6 Guidance for trainers

The DDR 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 behaviours: 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.

1.1.7 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.

1.1.8 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	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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>
<p>3. Understanding of the law relating to drink driving.</p>	<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>
<p>4. Understanding of how alcohol reduces a driver's ability to drive safely and responsibly.</p>	<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>
<p>5. Understanding of the broader health effects of alcohol consumption.</p>	<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.

Unit 1 - Content

1. Their drinking behaviour in relation to driving
<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>
2. The potential impact of drink driving on themselves and others
<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>

c) Potential impact on complete strangers and on themselves, their companions, friends and relatives of being involved in a crash whilst drink driving.

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.

d) The burden their actions place on the emergency services.

Time taken up dealing with the consequences of drink-driving, especially in the context of reduced resources. Emotional burden placed on emergency personnel.

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' 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?

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.