## Prerequisite for driving schools regarding the learning data sheet

1. A learning data sheet must include, as a minimum and step by step: 1° The elements of the programme

2° Links with the GDE matrix

3° The learning methodology

4° The evaluation sheets for each step (including feedback). 5° A standard learning contract.

1. Principles for the creation of the sheet:

The sheet should be easily understandable, clear and practical.

It must allow both the learner and the instructor to immediately define the elements to be learned and to evaluate themselves/evaluate the acquired knowledge. The document below is an example and is therefore not restrictive from a pedagogical and methodological point of view.

Furthermore, it is clear that the length of the learning process depends on many different factors:

* the previous experience of the learner: having already driven a moped/category AM motorcycle or scooter, being a driver (other licence), etc.
* the type of training vehicle (automatic or manual)
* the psychomotor "skills", stress management skills, personal learning integration skills, etc.
* the aim of the learning: just with the goal of driving a few kilometres to go to work or for more intensive use (leisure, going for a drive, passenger, etc.).
* etc.

This is why we prefer to speak in terms of steps to be acquired and not in terms of time (hours) of training.

**MOTORCYCLE TRAINING SHEET**

### IMPORTANT INTRODUCTION:

Learning to ride a motorcycle is not to be taken lightly! The risk of having an accident is much higher than for another vehicle (13 times more than with a car). And, considering its specific features (little protection, not always visible to other users, etc.), the consequences, in the event of an accident, are often much more serious ...

Riding a motorcycle safely is not only a question of techniques (e.g. knowing how to change gears) or even skills (knowing how to combine different techniques while riding). The most important factor in avoiding an accident is having the right behaviour (knowing how to manage your driving in accordance with others, safety, etc.), knowing how to evaluate - anticipate a situation and manage it correctly; knowing how to evaluate yourself and be aware of the impact of your actions, apply social values (respect of others, empathy, etc.), etc.

MORE THAN HALF OF ALL ACCIDENTS HAPPEN DUE TO AN ERROR IN BEHAVIOUR AND/OR EVALUATION.

This training programme is designed to provide you with the most appropriate training to meet the above requirements. This also means that you, as much as your trainer, are actively involved AND responsible for your training.

To do this, the tool below, the "course outline and progress sheet", will allow you to evaluate, with your trainer, the progress and quality of your training. How can you engage in effective learning if you don't know what goals and results you need to achieve? It is therefore not enough to attend the training, you also need to take the time to check if you have obtained what you hoped for and prepare for the next lesson.

### 1° TRAINING OUTLINE PLAN (first three columns):

The course is based on a training programme that includes ten progressive steps.

Its duration is not defined in terms of hours but according to the progress in learning. Although a complete training course takes, on average, around 12 hours, the time can vary depending on a number of factors: whether you have previous experience, individual learning ability (psychomotricity, compliance with directives, motivation, stress management), etc. The learner will therefore know if they are able to drive independently and so pass their test depending on the evaluation (self-evaluation and evaluation of the trainer).

Each step contains the basic elements that a training course should contain. All of these elements MUST be seen (this is the responsibility of your trainer AND you). The last two columns of the progress sheet are used for this purpose, among others.

**BUT**: a) The steps are not fixed, either in their content (other elements can be added) or in their timing (an element can move from one step to another), so they can adapt to your own learning.

b) Compliance with certain elements is essential: - the duration of the training on public roads **must, at least,** be equivalent to that spent on private land. - the training must be based on learning to drive and not on the exercises planned on private land during the exam (see important note below).

### 2° PART EVALUATION (4th column and at the bottom of the sheet):

Evaluation is a vital part of learning. How can you know if you have acquired the necessary knowledge and skills if you don't have an objective and constructive evaluation?

Self-evaluation is a key element in evaluation: "know yourself". Knowing your abilities, strengths and limitations, the influence of your behaviour (and that of others), and your ability to manage stress, ... are crucial to driving safely.

As mentioned above, it is during your evaluation that you and the trainer will decide in a responsible and consensual manner on the progress of your training.

### VERY IMPORTANT REMARK:

**THE GOAL OF THIS TRAINING IS FOR YOU TO BECOME A RESPONSIBLE MOTORCYCLIST WHO CAN RIDE SAFELY FOR YOURSELF AND OTHERS.**

### THE GOAL OF THIS TRAINING IS NOT TO GET YOUR DRIVER'S LICENCE. THE LICENCE IS JUST THE POSITIVE RESULT OF EFFECTIVE TRAINING. THE TEST IS JUST A MOMENT IN YOUR LIFE AS A TWO- (THREE-)WHEELER DRIVER.

**THE LICENCE TEST WILL BE A "PRACTICAL TEST" ONLY: THE EXERCISES ON PRIVATE LAND REPRESENT SITUATIONS YOU WILL ENCOUNTER WHILE DRIVING. THEREFORE, EFFECTIVE LEARNING DOES NOT FOCUS ON THE EXERCISES OF THE EXAM ON PRIVATE LAND. ALL THE TECHNIQUES, SKILLS AND BEHAVIOURS THAT YOU WILL ACQUIRE DURING YOUR TRAINING WILL RESPOND "NATURALLY" TO THESE EXERCISES.**

### REMEMBER THAT YOU ARE THE MAIN PARTICIPANT IN YOUR TRAINING! OUTSIDE OF CLASS, YOU MUST THEREFORE REREAD THIS SHEET TO, ON THE ONE HAND, VERIFY YOUR KNOWLEDGE AND, ON THE OTHER HAND, PREPARE FOR YOUR NEXT CLASSES.

**LASTLY, THE DECISION TO TAKE "PCP" TRAINING INSTEAD OF COMPLETE TRAINING MUST BE WELL THOUGHT OUT. DO YOU HAVE ALL THE SKILLS TO DRIVE UNDER THE PCP?**

**TRAINING OUTLINE AND PROGRESS SHEET (type A1-A2-A manual motorcycle).**

# Step 1: FAMILIARISATION WITH THE BIKE: LOCATION: private land only

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| WHAT SUBJECT? (  technique, skill, behaviour to address) | WHAT ACTION? (what technical act to learn, what theme/method to address) | WHAT IS THE TARGET RESULT? Result of this learning on overall learning? | EVALUATION: (le  arner: A) VU (S)? Y/N  ACQUIRED (A)? Y/N | EVALUATION  (trainer:F)  SEEN (S)? Y/N ACQUIRED (A)?Y/N |
| 1\* Assumed prerequisites: Basic knowledge of the Belgian highway code and the different ways of acquiring the  licence (progressive/direct). | NOT MANDATORY AT THIS STAGE BUT MORE THAN USEFUL. (RE)READ (and understand) THE BELGIAN HIGHWAY CODE.  1.Know the different types of licences and the conditions for obtaining them. | Make the link between the highway code (theory) and driving practice. Begin informed learning at the permitted  level. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A. Y/N |
| 2\* Evaluation of prior knowledge (highway code, previous experience, etc.) and motivation. | 1. Evaluate my level of knowledge of the highway code 2. Understand what is involved in driving a motorcycle: road safety, behaviour, "outside" influences: alcohol, drugs,   the environment, etc. | Undertake the training knowingly, based on my prior knowledge and the impact of my behaviour. | 2 S.: Y/N  A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 3\* The different types of access: which licence corresponds to which type of  motorcycle. | 4. What type of motorcycle suits me best (according to my needs, my aspirations, etc.)? | Begin informed learning in terms of cost, time, etc. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 4\* First awareness of motorcycle = "fragile" vehicle | 1. Understand that learning and driving are governed by safety. 2. Know the implications of not complying   with safety principles. | Knowledge of the risks associated with motorcycle travel. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 5\* Appropriate clothing and  correct wearing of the helmet. | 7. Know the importance of wearing the correct motorcycle  gear. What does dressing incorrectly imply? | Self-evaluation of the influence of  my "behaviour" | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 6\* Approach to the different  elements of a motorcycle. | 8. Know the different parts  you will use. | Basic technical  information. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 7\* Approach to the dynamics of the bike | 1. Understand the basics of motorcycle dynamics. 2. First awareness of the weight and   inertia of the bike. | Develop risk appreciation, attitude and behaviour. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |

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| 8\* Position on the motorcycle (balance, position, feet, centre of gravity, look,  rear view, etc.) | 11. Adopt the correct position on the motorcycle, know what it involves for driving and safety; awareness of the weight and the inertia of the  vehicle, etc. | Awareness (PC) of factors that influence driving. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 9\* Engage, disengage | 12. Know how to engage and disengage. 13. Control the balance and weight of the vehicle  14. Adopt the correct vehicle position vehicle in the parking position and understand the consequences of an  incorrect position. | Awareness (PC) of my strengths and weaknesses in controlling the vehicle at rest. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 10\* First movements (engine  off) | 15. Know how to move around with the motorcycle with the engine off (situation: car park, garage) or on (line  of vehicles at a standstill). | Awareness of my strengths and weaknesses regarding vehicle control  at walking pace. | 1. S.: Y/N   A. Y/N | 1. S.: Y/N   A.: Y/N |
| 11\* Starting the engine, stopping (circuit breaker); | 16. Know how to start - stop safely 17. Know how to turn off the engine in the event of an emergency.  **N.B.: Always start correctly dressed (helmet).** | Use the safety gestures correctly. | 1. S.: Y/N   A. Y/N | 1. S.: Y/N   A.: Y/N |
| 12\* Throttle  management. | 18. Understand how the throttle  works and how to manage it. | Basic technical  knowledge. | 1. S.: Y/N   A. Y/N | 1. S.: Y/N   A. Y/N |
| 13\* Finding first gear and neutral. | 1e9t.Know how to move into first gear, safely, and return to neutral.  20. Understand and know the principle of changing  gear (different from a car). | Knowledge and skills in handling essential vehicle components and related risks. | 1. S.: Y/N   A. Y/N | 1. S.: Y/N   A. Y/N |
| 14\* First start: clutch control, throttle, brake,  stop. | 1. Know and begin to manage start-up: change gear - clutch - throttle management - brake - stop. 2. Know how to manage throttle up and down | 1. S.: Y/N   A. Y/N | 1. S.: Y/N   A. Y/N |
| 15\* Starting in first gear - braking - stopping; same with finding  neutral (<5km/h) | 1. Combination of the previous gestures. Know how to manage the machine on the move, 2. Know how to start and stop using   brakes, clutch and gas correctly. | Awareness of the machine's potential, even at very low speed. And the influence of my attitude and  behaviour. | 1. S.: Y/N   A. Y/N | 1. S.: Y/N   A. Y/N |
| 16\* Starting, turning, U-turn | 1. Understand the importance of looking (for efficiency in driving, awareness and risk control) 2. Be aware of vehicle dynamics at slow speeds 3. Understand the importance of the proper positioning of   the different body parts. Know how to apply it. | Importance of looking for safety in motion.  Driving is a series of technical gestures where the body has more involvement and importance than in other vehicles (  car). | 1. S.: Y/N   A. Y/N | 1. S.: Y/N   A. Y/N |

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|  | 28. Know how to manage the throttle. |  |  |  |
| 17\* Progress sheet, feedback. | 1. Check the acquisition of knowledge and reaffirm it using the evaluation sheet. 2. Be able to evaluate myself and listen to/discuss/accept the instructor's evaluation which draws attention to the positive points and the points to be   improved. | Self-evaluation of acquired knowledge and skills.  Acquisition of the first principles of driving in relation to road safety. | 1. S.: Y/N   A. Y/N | 1. S.: Y/N   A. Y/N |

POSITIVE POINTS:

TRAINER'S OPINION:

LEARNER'S OPINION:

AREAS FOR IMPROVEMENT:

TRAINER'S OPINION:

LEARNER'S OPINION:

JOINT DECISION (points to be reviewed, points acquired, progress of the training, etc.)

# Step 2 SHEET: MOTORCYCLE CONTROL AT LOW SPEED (<30 Km/hr): location: private land only

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| WHAT SUBJECT? (  technique, skill, behaviour) | WHAT ACTION? (what technical act to learn, what theme/method to address) | WHAT IS THE TARGET RESULT?  Result of this learning on overall learning? | EVALUATION A: SEEN (S)? Y/N ACQUIRED (A)? Y/N | EVALUATION F: SEEN (S)? Y/N ACQUIRED (A)?Y/N |
| 1\* Start - stop in first gear, braking, clutch control | 1. See step 1, points 14-15  Not required if directly follows step 1. | - Possess the above techniques and skills to ensure safety, self-confidence, etc. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 2\* Turning - half-turn in sequence (0-15 km/h) | 1. Be able to manage the motorcycle (dynamics, speed, etc.) in a straight line and on turns; repeatedly. 2. Be able to manage your position, the range of your gaze. | - Acquisition of the basic techniques of handling the vehicle in motion. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 3\* Drive at a constant slow speed and then at a variable speed (0-20 km/h) | 1. Know how to manage the mass, balance and inertia of the vehicle 2. Know how to use the controls while in motion (throttle, selector, brakes, etc.), in a flexible and balanced manner. 3. Know how to ride safely at a reduced speed. 4. Reach a speed (20 km/h) and maintain it. | * Acquisition of the basic techniques and skills of handling the vehicle in motion. * Awareness of risks (to self   and others) in the event of an error. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 4\* Acceleration - braking at different speeds and stopping (0-30 km/h). | 1. Be able to safely use the front and/or rear brakes. 2. Be aware of the risks, even at a reduced speed. 10. Understand the importance of the clutch,   gears, throttle and brakes on handling and the importance of distance and anticipation.  11. Know how to decelerate without using the brakes (engine  braking) | * Be aware of the risks (to yourself and others) in the event of an error: a collision, even at low speed, can have serious consequences. * Acquisition of techniques that affect safety. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 5\* Perception of space | 12. Know how to be aware of my position (my vehicle) in space 13. Know the limits of your vision (helmet limits,  mirrors, blind spot, etc.) | - Knowledge of the safety limits from a vision point of view. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 6\* Approach to the slalom, the figure of 8, the cloverleaf | 1. Be able to manage the "movements" of the motorcycle in an "unbalanced" situation 2. Know how to slalom at varying speeds (15-30 km/h) and at different angles. 3. Know how to do "figure of eights" at variable speeds (15-30 | * Mastery of basic techniques. * Awareness of the risks (to self and others) in the event   of a technical or  behavioural error (dangerous | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |

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|  | km/h). | slalom between cars). |  |  |
| 7\* Approach to loops, turning at 180° - 360° | 1. Know how to drive in a circle at variable speeds (15-40 km/h) 2. Know how to do a U-turn. | - Mastery of essential techniques and skills: looking, (counter) steering,  body position, etc. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 8\* Risk awareness | 1. Be aware of the implications of my own dynamics for my safety and that of others. 2. Understand that I am always responsible for   my safety and that of others. | - Knowledge and awareness of external and personal factors influencing risk-taking. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 9\* Progress sheet, feedback.  . | 1. Be able to increasingly assess the range of risks that you can encounter in traffic. 2. Know how to adapt my driving to the (here, theoretical) traffic conditions. 3. Be able to operate my vehicle without stress and be able to concentrate on driving and not on the technical elements of driving. | * Self-evaluation of my strengths, weaknesses and limits; need to increase certain lessons? * Awareness of the mutual influence between behaviour, skills and techniques. * Skills are just one   element of safety. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |

POSITIVE POINTS:

TRAINER'S OPINION:

LEARNER'S OPINION:

AREAS FOR IMPROVEMENT:

TRAINER'S OPINION:

LEARNER'S OPINION:

JOINT DECISION (points to be reviewed, points acquired, progress of the training, etc.)

# Step 3 SHEET: MOTORCYCLE CONTROL AT CITY SPEED (≤50 Km/hr): location: private land only.

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| WHAT SUBJECT? (  technique, skill,  behaviour. | WHAT ACTION? (what technical act to learn, what theme/method to address) | WHAT IS THE TARGET RESULT?  Result of this learning on overall learning | EVALUATION A: SEEN (S)? Y/N ACQUIRED (A)? Y/N | EVALUATION F: SEEN (S)? Y/N ACQUIRED (A)?Y/N |
| 1\* Review of previous points. | 1.Check if the techniques, skills, attitudes, etc. studied previously have been learned and implemented. | - Evaluation of my levels of techniques, skills, attitudes and behaviours. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 2\* Changing gear: 1°-2° -3°and  down, stop. | 2. Know how to drive by changing gears up and down (first to third and management of neutral); including with braking, throttle down by downshifting. | - Acquire basic techniques and skills for controlling the vehicle. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 3\* Brakes (front-rear-both). | 3. Know the difference in braking depending on the type of brake (front, rear, both) and be able to control these brakes in different situations (0-50  km/h). | -Control of the vehicle in dangerous situations if techniques and skills  have not been acquired. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 4\* Close slaloms, figures of 8, circles, cloverleaf and at different speeds (0-  50 km/h). | 1. Know how to manage the motorcycle, safely and easily, in different technical or skill situations. 2. Develop the level of balance and keep control   of the motorcycle. | - Application of techniques and skills in situations similar to that I will encounter in  flow | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 5\* Accelerate - decelerate (with and without brakes), different speeds engaged; riding  slowly | 6.Be able to handle my vehicle in circumstances (speeds, acceleration-deceleration-braking, movement, etc.) potentially similar to those of the road. | - Be aware of the (personal and external) factors that affect my safety and that of other users. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 6\* Turning at different speeds (5-  50 km/h). | 7. Be comfortable in all types of directional change at "city" speeds. | - Handling and control of  the vehicle in a situation similar to traffic. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 7\* Links between learning and risks | 1. Be aware of the importance of the acquired techniques and skills for my safety. 2. Know how to apply the acquired techniques and skills in situations similar to   traffic. | - Correlating driving and the (future) goals of my driving in urban traffic. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |

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| 8\* Influence of behaviour and attitude on  safety | 10. Become aware of the importance of my behaviour on road safety (in general); including defensive driving. | - Links between objectives and driving context and driving skills. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 9\* Progress sheet, feedback. | 1. Compare what I have learned with what is on the progress sheet. 2. Know how to evaluate the acquired techniques and skills. 3. Be aware of how my behaviour affects my safety. | - Awareness of the influence of my behaviour on my driving style: the skills and techniques learned, although important for my safety and that of others, are dependent on my driving objectives and context, and therefore on my  behaviour. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |

POSITIVE POINTS:

TRAINER'S OPINION:

LEARNER'S OPINION:

AREAS FOR IMPROVEMENT:

TRAINER'S OPINION:

LEARNER'S OPINION:

JOINT DECISION:

# Step 4 SHEET: MOTORCYCLE CONTROL AT URBAN SPEED (≤70 Km/hr): location: private land.

## (possibility of driving from/to the training centre if it is nearby (< 3 Km)).

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| WHAT SUBJECT? (  technique, skill, behaviour to  address) | WHAT ACTION? (what technical act to learn, what theme/method to address) | WHAT IS THE TARGET RESULT? Result of this learning on overall learning | EVALUATION A: SEEN (S)? Y/N ACQUIRED (A)? Y/N | EVALUATION F: SEEN (S)? Y/N ACQUIRED (A)?Y/N |
| **NOTE: FIRST ACCESS ON ROAD ALLOWED** | | | | |
| 1\* Review previous points and prepare to go on the  road. | 1. Check the acquisition of techniques and skills. 2. Correct any errors. 3. Prepare myself (stress management) for being in traffic. | - Reinforcement of techniques and skills in the context of real-life situations and according to the principles of road safety. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 2\* Changing gear (1°- 4° - 1°, neutral). | Know how to drive by changing gears up and down (first to fourth); including with braking, throttle down by  downshifting. | - Handling of the vehicle in a situation close to an urban situation. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 3\* Steering (and reverse steering),  trajectory study | 5. Understand why these techniques are used. | - Mastery of basic techniques. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 4\* Different types of  turns and at different speeds. | 6. Be able to turn, in  different situations and at urban speed (up to 70 km/h) | - Techniques and skills for repeat in a public situation. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 5\* Slaloms at different speeds and in different  situations. | 7. Be able to drive according to the principles of motorcycle synergy (physics) | * Same as above; link to behaviour. * Self-evaluation of my behaviour. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 6\* Figures of 8, circles, U-turns, etc. | 1. Implement the different techniques learned in different situations. 2. Aim for the automation of the most   common gestures when riding a motorcycle. | - Reinforce techniques, skills, behaviour and attitude to achieve basic vehicle control. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 7\* Avoidance approach | 10. Know how to manage my stress in delicate situations; choose the right decision and  the right action. | - Situation assessment and correct reaction; risk anticipation | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |

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| 8\* RIF: Risk-Increasing Factors | 1. Be aware that my behaviour and that of other users are determining factors in everyone's safety. 2. Know the factors that increase risk (behaviour, incorrect dress, inattention, techniques and   skills not mastered, etc.) | - Knowledge and skills regarding risks related to the purpose of travel, the driving context, behaviour (including alcohol, drugs, etc.), my values, etc. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 9\* Influence of behaviour and attitude on safety | Know how to manage my behaviour according to the situation and despite the potential social and/or personal constraints (lateness, group effect, impulse  control, etc.) | Awareness of my knowledge and skills in terms of both my conduct (behaviour, attitude, etc.) and  "external influences" (social  pressure, lifestyle, values) | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 10\* Approach to defensive driving | 14. Know the principles of defensive driving and be aware of its impact  on my safety and that of others. | - Self-evaluation of my behaviour on the road. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 11\* Progress sheet, feedback. | 15. Know how to perform the checklist. 16. Be able to evaluate myself  objectively. | - Self-evaluation of the acquired techniques and  skills and of my driving abilities in traffic. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |

POSITIVE POINTS:

TRAINER'S OPINION:

LEARNER'S OPINION:

AREAS FOR IMPROVEMENT:

TRAINER'S OPINION:

LEARNER'S OPINION:

JOINT DECISION:

# Step 5 SHEET: URBAN SPEED MOTORCYCLE CONTROL and review (≤70 Km/H) Location: private land/road = decision on the learning location according to the level of the learner's knowledge.

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| WHAT SUBJECT? (  technique, skill, behaviour to address) | WHAT ACTION? (what technical act to learn, what theme/method to address) | WHAT IS THE TARGET RESULT?  Result of this learning on overall learning | EVALUATION A: SEEN (S)? Y/N ACQUIRED (A)? Y/N | EVALUATION F: SEEN (S)? Y/N ACQUIRED (A)?Y/N |
| 1\* Review of the knowledge acquired in the previous steps. | 1. Have consolidated all the previous knowledge 2. Know how to manage being in traffic  and how to judge the speed and distance of other vehicles.  3. Know how to see and be seen. | * Think about divergences or convergences between acquired knowledge and my personal tendencies. * Mastery of skills in   traffic situations. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 2\* Precision braking and emergency braking | 1. Know how to decelerate and/or stop exactly where I want: at different speeds (0-70 km/h) and in different situations. 2. Know how to anticipate braking moments (defensive driving, anticipating the behaviour of other   drivers, reading traffic, etc.) | * Handling/control of my bike. * Awareness of the impact of my skills and behaviour on my safety. * Evaluation of the situation. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 3\* Principles of overtaking. | 6. Know the basic principles of passing 7. Be able to overtake (a moving  vehicle) on private property in order to duplicate  this on the road. | - Control of (pseudo) traffic situations. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 4\* All-gear  changing | 8. Know how to change gears and realise  the potential of the bike. | - Awareness of the risks associated with  inappropriate use. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 5\* Going up and down  a curb, pavement, etc. | 9. Know how to manage my bike in a slow and potentially destabilising situation (physical level). | * Awareness of my strengths and weaknesses in traffic situations. * Perception and knowledge of the risks related to travel. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 6\* Starting - stopping downhill or uphill on slopes; parking. | 10. Know how to manage my vehicle in a slow and potentially destabilising situation (physical level). | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 7\* Links between learning and risks (for yourself and  others) | 11. Be able to manage my vehicle in any situation comparable to normal traffic. | Awareness that the level of knowledge and skills influences the objectives of the trip, the  driving context and the impact of | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |

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|  |  | external factors |  |  |
| 8\* Influence of behaviour and attitude on safety | 12. Be able to evaluate my behaviour and my attitude to the traffic situation. | - Knowledge of the risks related to the objectives of the trip, driving; development of  self-evaluation. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 9\* Progress sheet, feedback. | 13. Know how to self-evaluate my learning level: do I have the level required to drive in traffic or do I need to supplement my  training first? | Self-evaluation of my technical knowledge and skills, control  in traffic. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |

POSITIVE POINTS:

TRAINER'S OPINION:

LEARNER'S OPINION:

AREAS FOR IMPROVEMENT:

TRAINER'S OPINION:

LEARNER'S OPINION:

JOINT DECISION:

# Step 6 SHEET: TRAFFIC SITUATION (≤ 70km/h) Location: road/private land From this stage on, the focus will be on learning in traffic; private land will be used only to

**improve or learn certain techniques that cannot be carried out on public roads.**

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| WHAT SUBJECT? (  technique, skill, behaviour to address) | WHAT ACTION? (what technical act to learn, what theme/method to address) | WHAT IS THE TARGET RESULT?  Result of this learning on overall learning | EVALUATION A: SEEN (S)? Y/N ACQUIRED (A)? Y/N | EVALUATION F: SEEN (S)? Y/N ACQUIRED (A)?Y/N |
| 0\* Pre-requisite (especially if the learner has not yet driven on public roads). | 1. Know the highway code. 2. Know the basic safety principles before entering public roads (look, estimate the distance and speed of other vehicles), 3. Know the basic safety principles while on   the public road. | - Awareness of my strengths and weaknesses regarding traffic rules, safety, defensive driving, etc. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 1\* Starting - stopping in traffic, parking, exiting parking. | 1. Know how to enter and exit traffic safely; respecting the rules of the road. 2. Know how to manage the factors involved in entering traffic: stress, techniques and skills, looking,   traffic rules, etc. | - Knowledge/skills in terms of safety rules (distance, speed, signalling, etc.); perception of risks, etc. and disregarding them. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 2\* Position on public roads | 6. Know where to position myself on public roads, safely, including in groups. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 3\* Crossroads (T, Y,  +, traffic lights), roundabouts, priorities,  etc. | 7. Be able to manage the different elements commonly found in traffic. | - Knowledge and skills in terms of rules (code) and driving constraints. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 4\* U-turn on the  road. | 8. Know how to perform manoeuvres on the road that are potentially  risky if badly executed. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 5\* Vehicle control in urban and rural areas: overtaking, backing up, being  overtaken, | 1. Be able to drive in the normal flow of traffic. 2. Follow the highway code... and know why. 3. Choose defensive driving from the outset. | - Awareness and management of factors influencing my driving, my safety, being in a dangerous  situation. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |

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| avoidance, etc. |  | - Development of self-  evaluation. |  |  |
| 6\* Reinforce the looking technique and the blind spot technique in a real  situation. | 1. Possess driving techniques and skills related to eye contact. 2. Be fully aware of the importance of   looking and concentrating when riding. | - General control of traffic situations. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 7\* Links between learning and risks (depending on yourself and  other users) | 14. Know how to combine the different acquired techniques and skills with potentially destabilising and/or stressful factors. | * Overall handling of the vehicle in traffic situations. * Self-evaluation and awareness of the impact of   the driving context. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 8\* Influence of behaviour and attitude on safety | 15. Be aware of the importance of behaviour on the quality of your driving and on safety. | - Linking behaviour to journey goals; developing  self-evaluation. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 9\* Progress sheet, feedback. | 16. (Self-)evaluation of the (real) first time in traffic. | - Awareness of personal factors concerning driving skills (stress, etc.) | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |

POSITIVE POINTS:

TRAINER'S OPINION:

LEARNER'S OPINION:

AREAS FOR IMPROVEMENT:

TRAINER'S OPINION:

LEARNER'S OPINION:

JOINT DECISION:

**Step 7 SHEET: REINFORCEMENT OF LEARNED TECHNIQUES AND IN:**  **Location: road (private land only if**

**DIFFERENT SITUATIONS (0-90 km/h)**  **required).**

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| WHAT SUBJECT? ( | WHAT ACTION? (what technical act to learn, what | WHAT IS THE TARGET RESULT? | EVALUATION A: | EVALUATION F: |
| technique, skill, | theme/method to address) | Result of this learning | SEEN (S)? Y/N | SEEN (S)? Y/N |
| behaviour to  address) |  | on global learning | ACQUIRED (A)? Y/N | ACQUIRED (A)?Y/N |
| 1\* Different braking and deceleration techniques (private land). | 1. Be able to reproduce the acquired technical gestures and skills in traffic situations. 2. Know the relationship between braking distance and type of braking (light with anticipation, firm with anticipation, firm with an unanticipated emergency). | * Mastery of traffic situations; acquisition of techniques and skills. * Awareness of factors and risks influencing driving. * Evaluation of strengths and weaknesses. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 2\* Avoidance at different speeds (private land) | 3. Be able to reproduce the acquired technical gestures and skills in traffic(-equivalent) situations. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 3\* Knowledge of | 1. Know the elements that affect safety (myself and others): blind spot, reaction time, braking distance, visibility, etc. 2. Understand the importance of defensive driving (responsibility, consequences, prevention, etc.) and ensure that it is applied at all times. | * Reading and decoding of the road environment and the driving context, control of possible risks, etc. * Development of self-evaluation. | 3. S.: Y/N | 3. S.: Y/N |
| characteristics of the others | A.: Y/N | A.: Y/N |
| vehicles and users |  |  |
| (private land). |  |  |
| 4\* Application of | 6. Know how to apply the learned techniques and skills in different situations; safely and increasingly automatically. | * Knowledge of my skills and their application in my journeys. * Development of   self-evaluation. | 4. S.: Y/N | 4. S.: Y/N |
| acquired in driving | A.: Y/N | A.: Y/N |
| on road and |  |  |
| relatively dense ( |  |  |
| rural, urban, |  |  |
| city, etc.). |  |  |
| 5\* Riding with others | 7. Know how to ride in a group: position, distance, anticipation, influence of the group effect, influence of the mimicry effect (including in error). | - Knowledge of group norms, management of social pressure, of your impulses, etc. | 5. S.: Y/N | 5. S.: Y/N |
|  | A.: Y/N | A.: Y/N |

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| 6\* Links between learning and risks (depending on yourself and  other users) | 8. Understand the risks involved in different driving situations and be able to adapt your driving accordingly and preventively. | * Understand the risks related to life projects, behaviours (of yourself AND of others) * Awareness of elements that (positively or negatively) influence conduct. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 7\* Influence of behaviour and attitude on  safety | 9. Know how to manage my impulses, external pressure (professional, social, negative group effect, etc.) | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 8\* Progress sheet, feedback. | 10. Evaluation of my learning, in terms of technical skills, general skills and my  behaviour on the road. | - Evaluation of techniques, skills and  behaviour. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |

POSITIVE POINTS:

TRAINER'S OPINION:

LEARNER'S OPINION:

AREAS FOR IMPROVEMENT:

TRAINER'S OPINION:

LEARNER'S OPINION:

JOINT DECISION:

# Step 8 SHEET: REVIEW OF ALL PREVIOUS LEARNING. Location: road private land

**(at all speeds allowed by the code).** **only if necessary)NOTE: After this level, the student, if they wish, can take their exam on private land to obtain their PCP.**

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| WHAT SUBJECT? (  technique, skill, behaviour to address) | WHAT ACTION? (what technical act to learn, what theme/method to address) | WHAT IS THE TARGET RESULT?  Result of this learning on overall learning | EVALUATION A: SEEN (S)? Y/N ACQUIRED (A)? Y/N | EVALUATION F: SEEN (S)? Y/N ACQUIRED (A)?Y/N |
| 1\* Review of the theory and techniques studied (including emergency braking,  avoidance, etc.) | 1. Know all the theoretical elements seen beforehand. 2. Know the techniques and skills studied so far. 3. Know how to evaluate your knowledge. | * Think about divergences/convergences between acquired knowledge and your own behavioural tendencies. * Self-evaluation. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 2\* Application of knowledge in the evaluation on  private land. | 4. Know how to apply the learned techniques and skills in different situations; safely and increasingly automatically; in  terms of technical gestures and skills. | * Control of traffic situations on private land. * Self-evaluation. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 3\* Road features (speed bumps, roundabouts, rails, pedestrian crossings, etc.) and difficulties (holes,  markings, etc.) | 1. Be able to manage the various characteristics of the road, in terms of driving. 2. Be able to react to road surface conditions. 3. Have a spirit of proactivity and prevention. | * Improvement of the control of driving situations, at all the usual levels. * Knowledge and skills regarding the risks related to travel objectives. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 4\* Driving techniques according to traffic  flow | 8. Be able to drive in all types of traffic density. | - Handling/control of my motorcycle in unexpected and difficult situations and those with low  safety margins. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 5\* Driving techniques according to the weather | 9. Know the effects of the weather on driving: relationship between braking distances and type of braking and according to the weather; autumn, winter, etc. | * Control of the different traffic situations. * Knowledge and skills relating to the driving context. * Adapt your behaviour to   the situation. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |

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| 6\* Links between learning and risks (for yourself and others) | 1. Be able to correctly assess your skill level and behaviour on the road. 2. Be able to evaluate and adapt to different situations. | Self-evaluation of personal factors influencing skills, driving style, risk  perception. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 7\* Influence of behaviour and attitude on safety | 12. Be aware that my attitude is crucial to my safety and that of others... but that it also depends on other external factors that can largely be managed by defensive behaviour. | - Knowledge of the influence of my own standards, social pressure, lifestyle, etc. on my driving style. And therefore on the safety  of all users. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 8\* Progress sheet, feedback. | 1. Evaluation of the acquired knowledge, comparing it with the necessary level required for the in-situ exam. 2. Evaluation of other skills not covered by the in situ examination (management of weather conditions, infrastructure, surface, etc.) 3. For those who stop training in motorcycle school:   global evaluation of the training. | * Control of traffic situations (at all levels: knowledge and skills, risk increase, self-evaluation). * Management, at all levels of   behaviour. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |

POSITIVE POINTS:

TRAINER'S OPINION:

LEARNER'S OPINION:

AREAS FOR IMPROVEMENT:

TRAINER'S OPINION:

LEARNER'S OPINION:

JOINT DECISION:

# Step 9 SHEET: STRENGTHENING KNOWLEDGE, (GOOD) AUTOMATIC BEHAVIOURS: Location: road

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| WHAT SUBJECT? (  technique, skill, behaviour to address) | WHAT ACTION? (what technical act to learn, what theme/method to address) | WHAT IS THE TARGET RESULT?  Result of this learning on overall learning | EVALUATION A SEEN (S)? Y/N ACQUIRED (A)? Y/N | EVALUATION F SEEN (S)? Y/N ACQUIRED (A)?Y/N |
| 1\* Review of previous learning | 1. Have acquired all the techniques and skills of driving on the road and be able to apply them safely and therefore know how to adapt my behaviour to all the (internal and  external) factors inherent to driving | Self-evaluation of the level of learning and its influence on the quality of driving and on driving  behaviour. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 2\* Approach to and from the motorway (or dual carriageway), change of lanes (city, motorway, etc.). | 1. Know how to manage different situations and specific conditions, at all permitted speeds. 2. Know how to adapt to the speed and density of traffic. 3. Know how to identify situations early enough and monitor their evolution (especially overtaking vehicles). | * Knowledge, awareness and control of new traffic situations. * Knowledge, awareness and control of risks related to contexts and factors influencing driving (motivation, travel   objectives, etc.) | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 3\* Travelling in groups. | 5. Know how to adapt to driving in a group. | Management of the norms affecting group driving, management of social pressure, control of my impulses, control of the risks related to the objectives of the trip, management of lifestyle,  values, etc. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 4\* Complementary driving techniques according to the conditions encountered.  Anticipation of  risks | 1. Have strengthened my skills, including permanently responsible and safe behaviour. 2. Know how to identify (combinations of) circumstances that may alert me to potential danger. | * Knowledge, skills and awareness of the factors related to risks and the means of reducing and preventing them. * Knowledge and awareness of the tendencies of different users   regarding their behaviour. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |

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| 5\* Links between learning and risks (depending on your own dynamic and other users; for yourself and  others) | 8. Be in control of my vehicle whatever the situation, including the unexpected. | - Awareness/self-evaluation of personal factors regarding my skills, driving style, risk perception, strengths and weaknesses. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 6\* Influence of behaviour and attitude on safety | Be fully aware of the impact of my actions on my safety and that of others ... in any situation. | - Knowledge of the influence of techniques, skills, behaviour, attitudes, standards, social pressure, lifestyle, etc. on my driving style. And therefore on  the safety of all users. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 7\* Progress sheet, feedback. | 10. Self-evaluation of prior learning to determine if the level to pass the licence test has been reached; not only at the technical level but also  at the level of skills and behaviour. | -- Evaluation of my level of knowledge | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |

POSITIVE POINTS:

TRAINER'S OPINION:

LEARNER'S OPINION:

AREAS FOR IMPROVEMENT:

TRAINER'S OPINION:

LEARNER'S OPINION:

JOINT DECISION:

**Step 10 SHEET: STRENGTHENING THE (good) AUTOMATIC BEHAVIOURS** **Location: road (private land only if necessary)**

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| WHAT SUBJECT? (  technique, skill, behaviour to address) | WHAT ACTION? (what technical act to learn, what theme/method to address) | WHAT IS THE TARGET RESULT?  Result of this learning on overall learning | EVALUATION A: SEEN (S)? Y/N ACQUIRED (A)? Y/N | EVALUATION F: SEEN (S)? Y/N ACQUIRED (A)?Y/N |
| 1\* Revision of previous points and application in real and/or specific situations (wet ground, damaged ground, etc.) | 1. Know how to apply the learned road driving techniques and skills in different situations; safely and increasingly automatically. This is true for technical gestures, skills, behaviours, life projects and aptitudes. | Think about divergences and  /or convergences between acquired knowledge and my personal behavioural tendencies. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 2\* Driving techniques according to the type of situation: environment (road covering, markings, etc.), weather, emergency situation, etc. Anticipation of  risks, | 2. Have refined your techniques, skills and behaviours by acquiring safety-oriented automatic actions. | - Knowledge, skill and awareness of risks (and their control) related to the objectives of the trip, the context and purpose of the drive, etc. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 3\* Driving according to a passenger, luggage, etc. | 1. Know how to adapt your driving to new elements influencing the behaviour of your vehicle. 2. Know how to manage the behaviour of a passenger   and/or luggage. | - Knowledge and management of techniques and skills; risks associated with this type of driving. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 4\* Empathy with other users, anticipation of other users' behaviours | 5. Be able to always ride with respect for other users, their safety and road safety in general. | Awareness and positive management of my behaviour, my impulses, my lifestyle, my values, etc.  Awareness of the behaviours of other users and the impact  on my safety and theirs. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |

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| 5\* Application of learned techniques and skills in the examination. | Know how to apply the learned techniques and skills in different situations; safely and increasingly automatically; in terms of technical gestures  and skills. | * Control of traffic situations in the context of an exam. * Self-evaluation. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 6\* Personal behaviour and attitude, defensive behaviour, influence of behaviour and  attitude on safety, | 7. Consider defensive driving as natural behaviour on the road. ... and therefore have a permanent attitude in this respect. | * Same as above. * Full awareness of the vital importance of defensive behaviour on my safety ... and that of others. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |
| 7\* Progress sheet, feedback. | 1. Verify that everything that was initially planned in the "training contract" has been seen and learned. 2. Evaluate the quality of the training received: if you have reached the level of a motorcyclist, as this word is used in the spirit of the training (techniques, skills, behaviour, safe driving skills, etc.). 3. Evaluation of prior learning to determine if the level to pass the licence test has been reached; not only at the technical level but also at the level of skills and   behaviour. | * Evaluation of possible discrepancies between learning and expectations. * Transfer of the training on the quality of driving: with regard to my life projects and skills; both in terms of knowledge and skills, as well as risk management and (self-)evaluation. | 1. S.: Y/N   A.: Y/N | 1. S.: Y/N   A.: Y/N |

### Final evaluation:

**1° Learner's opinion: (including on the quality of learning)**

### 2° Trainer's opinion: