



# RoadWise

## Short Course

Student name:

Centre name:

ASDAN tutor:

Sample

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# RoadWise Short Course

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# Achieving your Short Course

How long will the Short Course take?	Hours	Credits
You have the option of accrediting up to 60 hours of RoadWise activities.  For every 10 hours, you are awarded one credit, for example:	10	1
	30	3
	60	6

These credits can contribute towards other programmes and qualifications.  
The **RoadWise Short Course** can lead to:

**ASDAN Personal Development Programmes**  
(Bronze, Silver, Gold or Universities)

**ASDAN Qualifications (Levels 1 and 2)**  
AoPE (Award of Personal Effectiveness) Levels 1 and 2  
CoPE (Certificate of Personal Effectiveness) Levels 1 and 2

and could eventually lead on to:

**ASDAN Qualifications (Level 3)**  
CoPE (Certificate of Personal Effectiveness) Level 3

## What must I do?

**Read through** these introductory pages carefully.

**Look at the modules and challenges** and decide which challenges you wish to complete – your tutor will be able to help you decide.

**Create an evidence portfolio** to safely store all the material you'll need to have in place before your tutor can claim your Short Course certificate.

**Plan, organise and carry out** your chosen challenges, collecting evidence as you go and storing it safely in your evidence portfolio.

**Before asking your tutor to check your work** and claim your certificate make sure your portfolio contains the following:

1. A student book
2. A completed Record of Progress (page 5)
3. Evidence for each challenge completed
4. The correct number of Short Course Skills Sheets (see pages 49-56)
5. A completed Summary of Achievement (yellow centre pages)
6. A completed Personal Statement (yellow centre pages)

## What will I need?

- Your own copy of this Short Course book
- A portfolio (file or folder), into which you will put your evidence

## Information for tutors

To download A Quick Guide to Short Courses, go to: [members.asdan.org.uk/my-courses/short-courses](https://members.asdan.org.uk/my-courses/short-courses)

A Quick Guide to ASDAN Short Courses contains step-by-step guidance for delivering any Short Course, from registering with ASDAN to certification.

The RoadWise Short Course Tutor Notes provide challenge-by-challenge advice, lesson ideas and suggested resources.



# Recording Your Skills

## Recording your skills

Next to each challenge is a set of tick boxes where you can record the skills you have been developing during the activity.

These help you link your achievements to the national standards for these skills.

RoadWise activities provide an excellent opportunity to develop the skills of:

- Learning
- Teamwork
- Coping with Problems
- Use of IT
- Use of English
- Use of Maths

## The importance of Key/Core Skills

These are an everyday part of adult and working life. You need to be able to make yourself understood when speaking and writing, planning your own learning, working with others, carrying out basic calculations and using information technology.

Every job needs some or all of these skills and they are just as useful in Further and Higher Education.

## Learning

This skill is about how you manage your personal learning and development. It is about planning and working towards targets to improve your performance and reviewing your progress.

## Teamwork

This skill is about how you work with others when planning and carrying out activities to get things done and achieving shared objectives. This will involve working with a group of people.

## Coping with Problems

This skill is about recognising problems and doing something about them. It is about using different methods to find a solution and checking to see if they work.



## Use of IT

This skill is about being able to make the best use of computers and other items such as printers, scanners and digital cameras. Being familiar with how to use this equipment is vitally important, not only in the workplace but also in the home.

## Use of English

This skill is not only about how you talk to people but also about the ways you find out information and let other people know about your views and opinions. It also includes all aspects of writing and reading.

## Use of Maths

This skill is about your ability to use numbers. If, for example, you've measured or calculated something you will have used numeracy skills. Being able to use numbers is a skill highly valued by employers; many of the challenges in this Short Course will give you opportunity to practise your numeracy skills.



# Module 1

## Getting from A to B

Sample



# Module 1

## Getting from A to B

**Section A:** Complete at least THREE challenges over ten hours (1 credit)

**1** Discuss with the people in your group which methods of transport you use regularly, e.g. public transport, own transport, walking, etc.

Compare the use of different methods of transport for different journeys (e.g. bus to go into town, car for holidays). Share your opinions about the positives and negatives of different methods of transport.

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

**2** Plan how you would complete a journey that you make regularly, using different methods of transport. Decide which is the best method of transport for the journey. Look at the time, cost, convenience and reliability to help you decide.

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

**3** Compare how people travel in a rural area compared with those who live in towns and cities.

Interview people from different types of area to find out about their daily travel arrangements, times, access and safety.

Which type of area has the most effective transport provision?

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths



# Module 3

## Responsibility and Consequence



# Module 3

## Responsibility and Consequence

**5** Working by yourself or as part of a group decide on a definition of 'dangerous driving'.  
Produce a list of behaviours that might be described as reckless.  
Use the list to create a poster that highlights the kind of actions drivers should avoid if they are to become safe drivers.

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

**6** Think about the consequences of being involved in a road traffic collision. You could imagine a situation, or use a recent crash that has been mentioned on TV or in your local newspaper as an example.  
Make a list of how a serious collision could affect the lives of the individuals and families involved:

- after six months
- after two years
- after 10 years

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

**7** What is the course of action drivers are supposed to take after their vehicles have been involved in a minor traffic accident? What happens if it isn't clear who was responsible?  
Make a handy 'What to do in case of an accident' information card that a road user could keep in a wallet.

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

**8** Other agreed challenge:

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths



# Module 7

## Vulnerable People



# Module 7

## Vulnerable People

**Section B:** Complete ONE or TWO challenges over ten hours (1 credit)

**1** Find out details about a local road traffic incident in the news. Identify who the victims of the incident were and why they were victims.

Take part in a 'victim empathy' exercise where you write an interview, statement or letter from the viewpoint of one of the victims. Describe how they felt about what happened and what effect it has had on their life.

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

**2** Carry out a study of at least one of the following groups of people to find out how they are vulnerable on the roads and what safety precautions are in place to protect them.

- horse riders
- motorcyclists and cyclists
- mobility vehicle users
- pedestrians

Include interviews and at least one case study in your report.

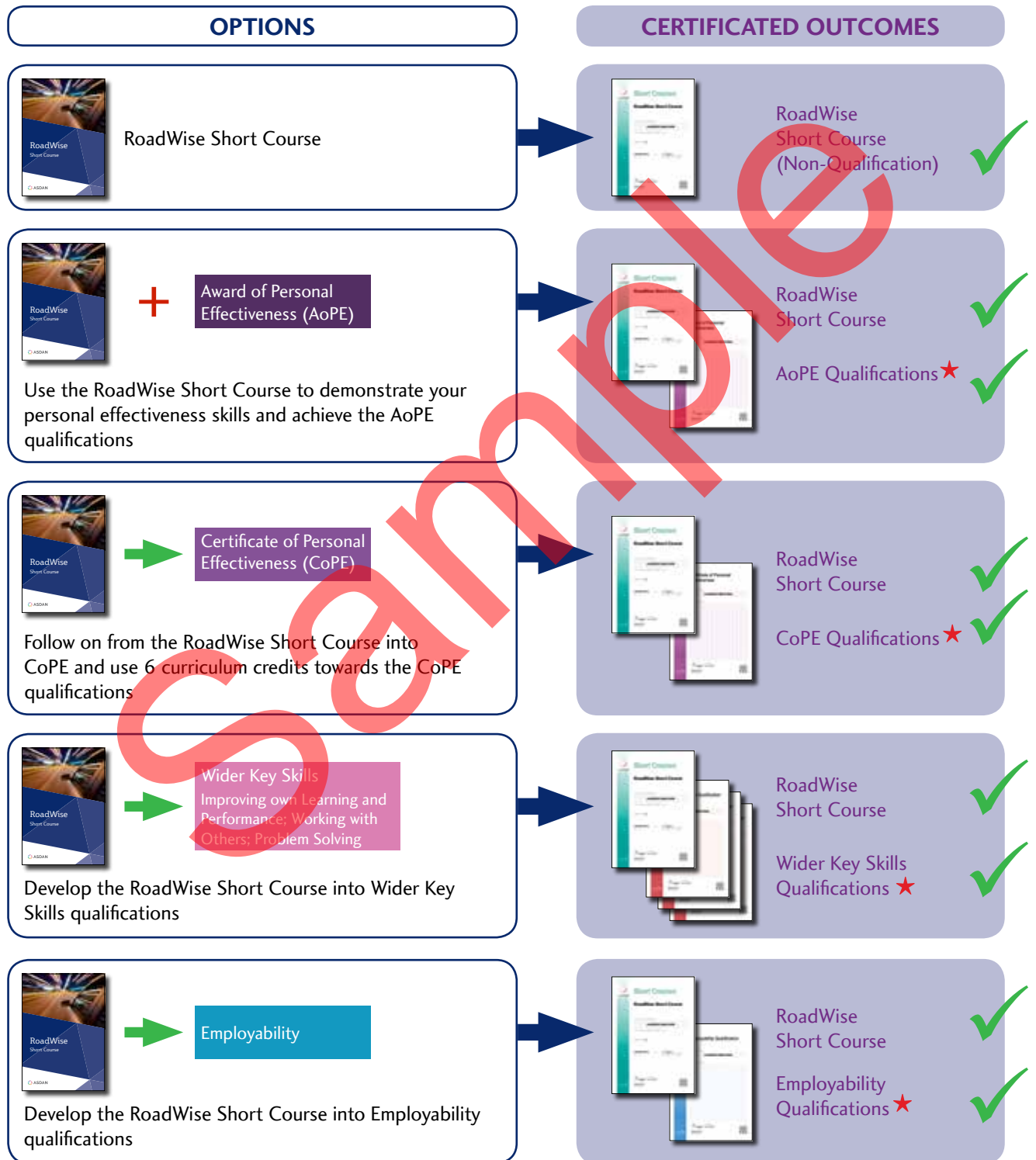
- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

**3** Find out about a road traffic collision that happened over 10 years ago. You could use an incident that involved someone you know, or an incident from the Internet, old newspaper report, or another source. Profile the immediate family members and the impact that it had and continues to have on family life.

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

# Adding Value

Your RoadWise Short Course is recognised with an ASDAN certificate, and has a credit rating to reflect the time you have spent on RoadWise activities. This course can also be linked to other programmes and qualifications, which add value and give you further options for continuing to develop your skills and experience.



★ If you are aiming to achieve any of these qualification outcomes you should seek advice from ASDAN before starting your RoadWise Short Course.

Sample



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