

ICTQual AB



Qualification Specification

ICTQual Train the Trainer Coaching Fleet Drivers



Website
www.ictqualab.co.uk

Email:
support@ictqualab.co.uk

ICTQual AB's

Train the Trainer Coaching Fleet Drivers

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Qualification Specification about

ICTQual Train the Trainer Coaching Fleet Drivers

About ICTQual AB's

ICTQual AB is a distinguished awarding body based in the United Kingdom, dedicated to fostering excellence in education, training, and skills development. Committed to global standards, ICTQual AB's provides internationally recognized qualifications that empower individuals and organizations to thrive in an increasingly competitive world. Their offerings span diverse industries, including technical fields, health and safety, management, and more, ensuring relevance and adaptability to modern workforce needs.

ICTQual AB's delivers high-quality educational solutions through a network of Approved Training Centres worldwide. Their robust standards and innovative teaching methodologies equip learners with practical knowledge and skills for personal and professional growth. With a mission to inspire lifelong learning and drive positive change, ICTQual AB's continuously evolves its programs to stay ahead of industry trends and technological advancements.

Course Overview

Being an exceptional fleet driver requires a specific set of technical skills, but transforming that operational driving expertise into instructional capability requires an entirely different professional toolkit. The **ICTQual Train the Trainer Coaching Fleet Drivers** qualification is explicitly engineered to bridge this gap, serving as the benchmark standard for individuals tasked with shaping the habits of commercial and corporate vehicle operators.

In the modern logistics and transport sectors, traditional "tell-and-test" instructional methods are no longer sufficient to address the complex psychological and behavioral variables that influence a driver's performance behind the wheel. Drivers frequently resist rigid, lecture-style training, especially when they possess years of road experience. To overcome this resistance, this program introduces advanced behavioral coaching techniques, focusing heavily on client-centered learning and reflective practice. Rather than simply instructing a driver on what to do, trainers learn how to facilitate a collaborative dialogue, guiding drivers to self-identify their own risks, cognitive blind spots, and inefficient habits.

Course Aims

The broader goals of this qualification are to:

- **Elevate Fleet Safety:** Foster a culture of proactive risk management and defensive driving to reduce collision rates and occupational hazards.
- **Standardize Training:** Establish a consistent, high-quality framework for driver assessment and coaching across the organization.
- **Enhance Operational Efficiency:** Promote eco-driving techniques that reduce fuel consumption, lower maintenance costs, and minimize environmental impact.

Learning Objectives

By the end of this qualification, participants will be able to:

- **Design Coaching Sessions:** Plan and structure structured driver training interventions tailored to individual driver needs and fleet objectives.
- **Apply In-Cab Coaching Techniques:** Utilize observation, strategic questioning, and constructive feedback while in the vehicle without compromising driving safety.
- **Analyze Driver Behavior:** Identify risky driving habits, cognitive distractions, and areas for improvement using both direct observation and telematics data.
- **Facilitate Adult Learning:** Apply adult learning theories to overcome resistance, engage veteran drivers, and facilitate meaningful behavioral change.

Target Audience

This qualification is specifically designed for professionals involved in the management, safety, and training of commercial vehicle operators. Ideal candidates include:

- **Existing Fleet Trainers:** Instructors looking to formalize their qualifications and modernize their coaching methodologies.
- **Fleet Managers & Supervisors:** Operations professionals who oversee driver performance and need the skills to conduct remedial coaching.
- **Senior or Lead Drivers:** Experienced drivers who are transitioning into a mentoring, supervisory, or training role within their company.
- **Health and Safety Officers:** Personnel responsible for occupational road risk who need to implement or oversee driver safety programs.

Certification Framework

Qualification title	ICTQual Train the Trainer Coaching Fleet Drivers
Course ID	TAl0019
Total Qualification Time	20 Hours
Guided Learning Hours	10 Hours
Grading Type	Pass / Fail
Competency Evaluation	Coursework / Assignments / Verifiable Experience
Assessment	<p>The assessment and verification process for ICTQual AB's qualifications involves two key stages:</p> <p>Internal Assessment and Verification:</p> <ul style="list-style-type: none">✓ Conducted by the staff at the Approved Training Centre (ATC) to ensure learners meet the required standards through continuous assessments.✓ Internal Quality Assurance (IQA) is carried out by the centre's IQA staff to validate the assessment process. <p>External Quality Assurance:</p> <ul style="list-style-type: none">✓ Managed by ICTQual AB's verifiers, who periodically review the centre's assessment and IQA processes. <p>Verifies that assessments are conducted to the required standards and ensures consistency across centres</p>

Entry Requirements

To enrol in ICTQual Train the Trainer Coaching Fleet Drivers, learner must meet the following entry requirements:

- ✓ **Minimum Age:** Learners must be at least 16 years old to enrol in this driver training and coaching qualification.
- ✓ **Educational Background:** A basic secondary education or equivalent is recommended to understand training content and safety procedures effectively.
- ✓ **Experience:** Applicants should have experience in driving, fleet operations, transport, or logistics. Prior knowledge of road safety or driver supervision is an advantage.
- ✓ **Language Proficiency:** Learners must have good English reading, writing, and communication skills to deliver training, understand course materials, and complete assessments successfully.

Qualification Structure

This qualification comprises 7 mandatory units, totalling 02 Credits. Candidates must successfully complete all mandatory units to achieve the qualification.

Mandatory Units	
Unit Ref#	Unit Title
TAl0019-1	Introduction to Fleet Coaching
TAl0019-2	Driving Behaviour and Risk Assessment
TAl0019-3	Communication Skills for Effective Coaching
TAl0019-4	Defensive Driving Principles
TAl0019-5	Compliance and Regulatory Standards
TAl0019-6	Developing and Delivering Training Sessions
TAl0019-7	Performance Evaluation and Continuous Improvement

Centre Requirements

To ensure quality training delivery, centres must adhere to the following standards:

1. Centre Approval

- ✓ Centres must be formally approved by ICTQual AB's before delivering this qualification.
- ✓ Approval involves a review of facilities, policies, and staff qualifications.

2. Qualified Staff

- ✓ **Tutors:** Must hold an advanced driving instruction credential (Level 4 or higher) or a professional qualification in adult education and training, and possess a minimum of 3 years of practical experience in fleet safety management, occupational road risk assessment, or in-cab driver coaching.
- ✓ **Assessors:** Must hold a recognized assessor qualification (e.g., CAVA, AVRA) or equivalent)
- ✓ **Internal Quality Assurers (IQAs):** Must hold a recognized IQA qualification (e.g. Level 4 Award in the IQA and Level 4 Certificate in Leading the IQA) and experience to oversee assessment standards.

3. Learning Facilities

Centre must offer:

- ✓ Private study areas and internet-enabled workspaces (for blended or physical delivery)
- ✓ Academic and pastoral support for learners
- ✓ Administrative support must be available to manage enrolment, tracking, and learner queries efficiently

4. Health and Safety Compliance

- ✓ All training facilities must comply with health and safety regulations.

- ✓ Centres must conduct regular risk assessments for practical activities.

5. Learning Resources

- ✓ **Course Materials:** Approved textbooks, study guides, and digital content must align with the qualification standards.
- ✓ **Assessment Tools:** Templates and guidelines must be provided to ensure standardized evaluation processes.
- ✓ **E-Learning Support:** Centres offering online or blended learning must implement an effective Learning Management System (LMS).

6. Assessment and Quality Assurance

- ✓ Centres must ensure assessments meet ICTQual AB's competency standards.
- ✓ Internal quality assurance (IQA) must be conducted to maintain consistency.
- ✓ External verifiers from ICTQual AB's will review assessment and training practices.

7. Learning Support

- ✓ **Qualification Guidance:** Support for coursework and assignments.
- ✓ **Career Pathway Assistance:** Information on progression opportunities in fleet safety management, occupational road risk assessment, or in-cab driver coaching sectors.
- ✓ **Accessibility Support:** Accommodations for learners with disabilities or language barriers.

8. Policies and Compliance

Centres must uphold the following policies in accordance with ICTQual AB's standards:

- ✓ Equality, Diversity, and Inclusion Policy.
- ✓ Health and Safety Policy.
- ✓ Safeguarding and Learner Protection Policy.
- ✓ Complaints and Appeals Procedure.
- ✓ Data Protection and Confidentiality Policy.

9. Reporting Requirements

- Centres must provide ICTQual AB's with regular reports on learner registrations, progress, and certification outcomes.
- Assessment records must be maintained for external auditing and quality assurance purposes.

Support for Candidates

Centres should ensure that materials developed to support candidates:

- ✓ Facilitate tracking of achievements as candidate's progress through the learning outcomes and assessment criteria.
- ✓ Include information on how and where ICTQual AB's policies and procedures can be accessed.
- ✓ Provide mechanisms for Internal and External Quality Assurance staff to verify and authenticate evidence effectively.

This approach ensures transparency, supports candidates' learning journeys, and upholds quality assurance standards.

Assessment

This qualification is competence-based, requiring candidates to demonstrate high-level strategic proficiency as defined in the qualification units. The assessment evaluates the candidate's skills, knowledge, and understanding against the set standards. Key details include:

Assessment Process:

- Must be conducted by an experienced and qualified assessor.
- Candidates compile a portfolio of evidence that satisfies all learning outcomes and assessment criteria for each unit.

Types of Evidence:

- Assignments, detailed research projects, or strategic reports.
- Professional discussions.
- Candidate-produced strategic work (e.g., policy drafts, financial models).
- Recognition of Prior Learning (RPL).

Learning Outcomes and Assessment Criteria:

- **Learning Outcomes:** Define what candidates should know, understand, or accomplish upon completing the unit.
- **Assessment Criteria:** Detail the standards candidates must meet to demonstrate that the learning outcomes have been achieved.

Unit Descriptors

TA10019-1- Introduction to Fleet Coaching

This unit establishes the foundations of fleet driver coaching, shifting the focus from traditional instruction to collaborative behavioral change. Candidates will explore adult learning principles, understand the commercial impact of fleet coaching, and learn how client-centered techniques overcome driver resistance, fostering an organizational culture rooted in safety, fuel efficiency, and continuous professional development.

Learning Outcome:

Assessment Criteria:

- | | |
|---|--|
| 1. Understand the role and responsibilities of a fleet coach in promoting safety and efficiency. | 1.1 Describe the main daily duties and tasks expected of a fleet coach.
1.2 Explain how a fleet coach actively helps to improve road safety for drivers and the public.
1.3 Identify ways a fleet coach can guide drivers to save fuel and reduce vehicle wear and tear.
1.4 Outline the professional behaviors and standards required to be an effective fleet coach. |
| 2. Recognize the importance of coaching in improving driver performance and organizational outcomes. | 2.1 Explain the difference between coaching a driver and simply giving them instructions.
2.2 Describe how regular coaching helps build driver confidence and long-term safe driving habits.
2.3 State at least three ways that improved driver performance can save money for a business.
2.4 Give examples of how effective fleet coaching can improve a company's public image and reputation. |
| 3. Identify the key challenges and opportunities in fleet driver training. | 3.1 Identify common reasons why experienced drivers might resist coaching or new training.
3.2 Describe the daily challenges of fitting training into a busy fleet schedule without stopping business operations.
3.3 List new tools or technologies (like dashcams or tracking apps) that create better opportunities for coaching.
3.4 Outline simple steps a coach can take to turn a negative driver attitude into a positive learning opportunity. |

TA10019-2- Driving Behaviour and Risk Assessment

This unit equips trainers with the skills to analyze human factors influencing driver performance. Candidates will learn to evaluate cognitive distractions, fatigue, and emotional triggers behind the wheel. The curriculum covers utilizing telematics data, vehicle telemetry, and on-road observation to accurately identify high-risk habits and formulate targeted behavioral interventions.

Learning Outcome:

Assessment Criteria:

1. Analyze common risky driving behaviors and their underlying causes.

- 1.1 Provide a detailed explanation of the most common risky driving behaviors, such as speeding, harsh braking, and distracted driving, that frequently occur within fleet operations.
- 1.2 Examine the personal and environmental reasons why drivers might take risks on the road, including strict delivery schedules, physical fatigue, or poor weather conditions.
- 1.3 Explain the direct link between a driver's poor habits and the increased likelihood of road traffic accidents, expensive vehicle damage, and rising company insurance costs.
- 1.4 Review practical examples to show how a driver's emotional state, such as workplace stress or frustration with traffic, can lead to dangerous and impulsive choices behind the wheel.

2. Apply techniques to assess driver performance and identify improvement areas.

- 2.1 Demonstrate how to carry out a fair, calm, and objective driving observation while sitting in the passenger seat alongside a fleet driver during their regular shift.
- 2.2 Explain how to correctly use modern technology, such as vehicle telematics data or dashboard camera footage, to accurately review a driver's performance over time.
- 2.3 Create a clear and simple observation checklist that can be used during a live assessment to accurately record specific mistakes and highlight areas where the driver needs the most help.
- 2.4 Show how to deliver clear, constructive feedback immediately after an assessment so the driver understands exactly what they need to improve without feeling unfairly criticized.

3. Develop strategies to mitigate risks through behavior modification.

- 3.1 Create a step-by-step personal action plan designed to help a driver safely replace a specific bad habit

with a positive one, setting clear and achievable goals for their improvement.

- 3.2 Explain how to use positive encouragement, recognition, or reward systems to motivate fleet drivers to maintain their new safe driving habits over a long period of time.
- 3.3 Describe how to organize short, highly focused training interventions or regular coaching conversations that specifically target the weaknesses found during a driver's risk assessment.
- 3.4 Outline a clear and reliable process for following up with the driver after a few weeks to monitor their progress and ensure the safer driving behaviors are actively being used on the job.

TA10019-3- Communication Skills for Effective Coaching

Focusing on the interpersonal dynamics of instructional delivery, this unit develops advanced communication techniques. Candidates will master active listening, non-verbal cues, and constructive feedback loops. Special emphasis is placed on strategic, open-ended questioning techniques that prompt fleet drivers to reflect on their own habits and self-correct during in-cab sessions.

Learning Outcome:

Assessment Criteria:

1. Demonstrate active listening and effective feedback techniques.

- 1.1 Demonstrate how to use active listening skills, such as maintaining good eye contact, nodding, and summarizing key points, to ensure the driver feels truly heard and understood during a conversation.
- 1.2 Explain how to use open-ended questions (questions that cannot be answered with a simple 'yes' or 'no') to encourage the fleet driver to reflect on their own driving performance and recognize their own mistakes.
- 1.3 Apply a structured and positive feedback method to deliver performance reviews in a way that highlights what the driver did well before gently introducing the areas where they need to improve.
- 1.4 Describe the steps a coach must take at the end of a session to check that the driver has fully understood the feedback and knows exactly what practical actions they need to take next.

2. Build rapport and establish trust with fleet drivers to encourage learning.

- 2.1 Explain the practical steps a coach can take during the very first meeting to break the ice and make a fleet driver feel comfortable, respected, and open to the coaching process.
- 2.2 Describe how showing a genuine understanding of the daily pressures, long hours, and stresses faced by fleet drivers helps to build a strong foundation of professional trust.
- 2.3 Provide examples of how being consistent, keeping promises, and maintaining confidentiality during coaching sessions helps to protect and grow a long-term trusting relationship with the driver.
- 2.4 Demonstrate how to create a positive, blame-free learning environment where drivers feel completely safe admitting their mistakes, asking

questions, and seeking help without fear of punishment.

3. Apply conflict resolution strategies to address challenges during coaching.

- 3.1 Identify the early warning signs of frustration, defensiveness, or anger in a driver's body language and tone of voice during a difficult or sensitive coaching conversation.
- 3.2 Demonstrate practical de-escalation techniques, such as pausing the conversation, giving the driver space, and keeping a calm voice, to manage a driver who has become defensive about their driving assessment.
- 3.3 Explain how to shift the focus of a tense conversation away from personal blame and towards a shared positive goal, such as ensuring the driver gets home safely to their family at the end of their shift.
- 3.4 Outline the correct professional steps to safely end a coaching session if a conflict cannot be resolved, including how to document the issue fairly and report it to management.

TA10019-4- Defensive Driving Principles

This unit covers proactive hazard perception and space-management strategies essential for mitigating occupational road risk. Trainers will learn how to effectively coach drivers in advanced scanning techniques, eco-driving methods, and adverse weather management, ensuring fleet operators can anticipate potential dangers and minimize vehicle wear and tear.

Learning Outcome:

1. Explain the core principles of defensive driving and their importance in risk prevention.

2. Teach techniques for hazard anticipation and situational awareness.

Assessment Criteria:

- 1.1 Provide a comprehensive explanation of what defensive driving means and how it requires a driver to actively anticipate dangerous situations rather than simply reacting to them.
 - 1.2 Describe the "space cushion" principle, explaining exactly why maintaining a safe following distance is essential to allow enough reaction time and prevent rear-end collisions.
 - 1.3 Explain the critical role that a positive driver attitude—such as remaining patient, avoiding aggressive maneuvers, and willingly yielding the right of way—plays in actively preventing daily road accidents.
 - 1.4 Detail how consistently applying defensive driving techniques directly leads to a significant reduction in vehicle crashes, personal injuries, traffic violations, and costly fleet repairs.
- 2.1 Demonstrate how to teach the "look ahead" scanning technique, instructing drivers to observe the road far beyond the vehicle immediately in front of them to spot developing hazards early.
 - 2.2 Explain the correct, systematic procedure for regularly checking all mirrors and physical blind spots to maintain a continuous, 360-degree awareness of the traffic surrounding the vehicle.
 - 2.3 Describe practical coaching methods used to help drivers anticipate the sudden and unpredictable actions of vulnerable road users, such as pedestrians, cyclists, and children near the street.
 - 2.4 Outline a training exercise that helps drivers quickly identify and react to sudden

3. Equip drivers with skills to manage challenging road conditions safely.

environmental road hazards, such as hidden junctions, sharp bends, or rapidly slowing traffic.

- 3.1 Explain the specific speed and handling adjustments a driver must make when faced with adverse weather conditions, such as heavy rain, fog, or slippery surfaces, to maintain full vehicle control.
- 3.2 Describe the proper safety techniques a fleet driver must use when carefully navigating through complex temporary hazards, such as active road construction zones or sudden traffic diversions.
- 3.3 Provide examples of how a coach can mentally prepare drivers to safely handle unexpected mechanical emergencies, such as a tire blowout or brake issue, without losing control of the vehicle.
- 3.4 Detail the strategies used to train drivers on the specific dangers of night driving, focusing on how to safely manage reduced visibility, blinding headlight glare, and the increased risk of severe fatigue.

TA10019-5- Compliance and Regulatory Standards

This unit addresses the legal and regulatory frameworks governing commercial fleet operations. Candidates will study drivers' hours, tachograph regulations, load safety, and corporate manslaughter legislation. The focus is on preparing trainers to integrate compliance seamlessly into their coaching, protecting both the individual driver and the organization from legal liability.

Learning Outcome:

- 1. Understand key transportation regulations relevant to fleet drivers.**

Assessment Criteria:

- 1.1 Explain the primary UK driving for work laws, including the rules enforced by the Driver and Vehicle Standards Agency (DVSA) regarding maximum daily driving hours and mandatory rest breaks.
 - 1.2 Describe how the Working Time Directive affects a fleet driver's schedule, specifically detailing the legal limits on total weekly working hours, including both driving and non-driving tasks.
 - 1.3 Identify the crucial differences between "driving time" and "duty time" (such as loading the van, cleaning, or completing paperwork) and explain how both are legally regulated to prevent fatigue.
 - 1.4 Outline the serious legal and financial consequences—such as heavy fines, penalty points, or losing a commercial license—for both the driver and the organization if driving hours or speed regulations are broken.
- 2. Ensure adherence to legal and organizational safety standards.**
 - 2.1 Demonstrate how to carry out and document a comprehensive daily vehicle walk-around check before starting a shift to ensure the vehicle meets all legal roadworthiness standards.
 - 2.2 Explain how a fleet coach can effectively train and monitor drivers to strictly follow company safety policies, such as zero-tolerance drug and alcohol rules, mandatory seatbelt use, and strict mobile phone bans.
 - 2.3 Describe the exact procedure a driver must follow to report a vehicle defect, such as worn tires or broken lights, to management so it is legally documented and repaired before the vehicle is used again.
 - 2.4 Provide examples of how a coach can conduct fair spot checks or regular audits on drivers to

ensure they are consistently following both national traffic laws and internal company safety rules.

3. Maintain accurate records to monitor compliance and ensure accountability.

- 3.1 Demonstrate the correct process for using mandatory recording equipment, such as a digital tachograph, logbook, or mobile tracking app, to accurately record driving time, duty time, and rest periods.
- 3.2 Explain the strict legal requirements for data retention, detailing exactly how long an organization must keep driver hour records, defect reports, and maintenance logs to satisfy a DVSA inspection.
- 3.3 Create a clear, easy-to-understand reporting template that fleet drivers can confidently use at the end of their shift to accurately document daily mileage, fuel usage, and any minor incidents.
- 3.4 Describe the step-by-step process a fleet coach must take to regularly review a driver's weekly records, quickly identify any accidental breaches in driving hours, and provide immediate corrective training.

TA10019-6- Developing and Delivering Training Sessions

This unit focuses on the practical architecture of a training intervention. Candidates will learn to design structured lesson plans, set measurable learning objectives, and adapt training material for diverse audiences. The course covers both classroom-based facilitation and practical, in-cab coaching simulations under realistic operational constraints.

Learning Outcome:

1. Design structured and engaging training programs tailored to fleet drivers.

Assessment Criteria:

- 1.1 Create a structured training lesson plan that features clear learning goals, a logical sequence of topics, and realistic timings assigned to each section of the training session.
- 1.2 Choose and include a variety of interactive learning activities, such as knowledge quizzes, group discussions, or practical hands-on demonstrations, to keep fleet drivers focused and engaged throughout the training.
- 1.3 Tailor the specific content of a training program to directly match the daily operations of the company, such as focusing on urban multi-drop delivery hazards, long-distance driving, or fuel-efficient techniques.
- 1.4 Select and organize appropriate training resources and materials, including visual slides, printed handouts, or vehicle checklists, that clearly support the lesson objectives and are easy for the drivers to read and understand.

2. Utilize effective delivery methods to maximize learning impact.

- 2.1 Use confident and professional presentation skills, including clear spoken language, positive body language, and a steady pace, to deliver an informative and impactful classroom training session.
- 2.2 Apply practical, hands-on demonstration techniques inside or around a vehicle to visually show drivers the exact steps required for safe maneuvering, loading, or vehicle checking.
- 2.3 Use effective group management techniques to encourage all drivers to participate in activities, share their own road experiences, and ask questions without letting a single individual dominate the conversation.
- 2.4 Explain how to use a blend of different training delivery methods, combining classroom theory

with in-vehicle practice and online learning modules, to ensure the safety messages stick with the driver long-term.

3. Adapt training techniques to address the diverse needs of drivers.

- 3.1 Identify the different ways people prefer to learn (such as visual, verbal, or practical learning styles) and explain how to adjust coaching methods during a session to support these individual preferences.
- 3.2 Modify a standard training session to match the experience level of the group, ensuring the content is challenging enough for long-serving veteran drivers while remaining highly supportive for newly qualified drivers.
- 3.3 Demonstrate how to adapt communication and coaching styles to effectively support drivers who may face language barriers, low literacy levels, or learning differences such as dyslexia.
- 3.4 Use ongoing, informal check-in techniques throughout a session, such as asking open-ended questions or watching driver body language, to judge if everyone is understanding the material and adjust the teaching speed accordingly.

TA10019-7- Performance Evaluation and Continuous Improvement

This unit highlights the importance of measuring training impact and long-term behavioral retention. Candidates will master standardized assessment criteria, key performance indicators (KPIs), and post-training documentation. The unit teaches trainers how to analyze post-coaching collision rates and fuel data to continuously refine their instructional methodologies.

Learning Outcome:

Assessment Criteria:

1. Develop and implement systems to track driver performance over time.

- 1.1 Explain the step-by-step process of setting up a reliable monitoring system, utilizing modern tools like vehicle telematics or weekly driving scorecards, to consistently track driver performance.
- 1.2 Describe how to correctly gather and record accurate data on key safety indicators, such as fuel efficiency, instances of harsh braking, and minor vehicle damage, over a set period of time.
- 1.3 Demonstrate how to carefully analyze a driver's recorded performance data to spot consistent patterns, negative trends, or recurring bad habits that require further coaching.
- 1.4 Create a fair and transparent review schedule that ensures every fleet driver regularly receives clear updates about their driving scores and understands exactly how they are being measured.

2. Create actionable plans to support ongoing skill development and improvement.

- 2.1 Develop a personalized, step-by-step improvement plan for an individual driver that clearly highlights their specific weaknesses and details exactly what practical actions they must take to get better.
- 2.2 Set clear, measurable, and achievable targets (such as SMART goals) within the driver's action plan so they know exactly what a successful improvement looks like over the next month.
- 2.3 Identify the specific training activities, extra resources, or one-on-one coaching sessions that the organization will provide to actively help the driver achieve the goals set out in their plan.
- 2.4 Outline a clear procedure for conducting follow-up review meetings to check the driver's progress, celebrate their successes, and adjust

the training plan if they are still struggling to improve.

3. Foster a culture of continuous learning and safety excellence within the fleet.

- 3.1 Explain the practical leadership steps a fleet coach must take to actively promote a positive workplace environment where road safety is always treated as the number one priority by all staff.
- 3.2 Describe how to design and introduce a fair reward or recognition scheme, such as a "Driver of the Month" award, to publicly celebrate and encourage drivers who maintain excellent safety records.
- 3.3 Demonstrate how to effectively use daily team briefings, safety notice boards, or group messages to regularly share useful driving tips and keep safety fresh in the minds of the whole fleet.
- 3.4 Provide examples of how encouraging experienced, highly skilled drivers to mentor and support newer staff members helps to build a strong, team-based culture of continuous learning and mutual respect.

ICTQual AB

Yew Tree Avenue, Dagenham,

London East, United Kingdom RM10 7FN

+447441398083

support@ictqualab.co.uk | www.ictqualab.co.uk

VisitOfficialWebpage

