



FIA Institute  
for Motor Sport Safety and Sustainability



YOUNG DRIVER SAFETY PROGRAMME  
BEST PRACTICE FRAMEWORK

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# INTRODUCTION

The primary objectives of the young driver safety programme are to actively facilitate the development of young drivers from around the world, promote driver safety amongst young motor sport competitors and foster sustainable pathways from entry level (grass roots) to international competition.

The FIA Institute has employed a multi-tiered strategy to achieve the above objectives: firstly, it has developed a best practice driver development framework; secondly, it will accredit those National Sporting Authorities (ASNs) who adopt the framework; and thirdly, it has established an international development academy for young drivers (the Young Driver Excellence Academy).

This publication focuses on the first tier of the strategy, namely the best practice driver development framework. This framework has been designed to be used as a template by ASNs to either create or update their own programmes. It should be read in conjunction with the publication *A Guide to Developing and Funding Motor Sport Safety Worldwide* and *Developing Nations* (July 2011), both of which are available on the FIA Institute website.

There are two levels to the framework; the first focuses on developing drivers who wish to eventually compete at the pinnacle of the sport (i.e. at an international level), and the second focuses on fostering participation at the entry level, and in particular, sprint karting. Importantly, both levels of the framework include elements on driver safety.

Underpinning this strategy, and specifically in relation to the framework, the FIA Institute will further stimulate development by providing grants through the Motor Sport Safety Development Fund (MSSDF). In the case of ASN initiatives, support will be considered for programmes that most closely align, or are endeavouring to align, with the principles of this best practice framework.

This publication will be periodically reviewed and updated.

# FRAMEWORK OVERVIEW

This best practice framework will help to facilitate a detailed understanding of the key elements required to develop or enhance ASN programmes at both the elite and entry level. The framework is split between two key areas, namely *Competency Development* and *Programme Structure*.

These areas comprise a series of what is considered by the FIA Institute to be current best practice principles. These principles indicate the standard that should characterise an ASN's driver development programme. In some cases, not all of these principles will apply, as an ASN's unique sporting environment may require a degree of variation.

It is important to note that it is not the purpose of this framework to indicate how to attain those standards and instead, it will be the responsibility of the ASN to implement the necessary strategies to achieve them. However, going forward the FIA Institute will be developing a number of tools to assist ASNs with the implementation of these standards.

These standards are likely to evolve or change over time.



## THE ELITE FRAMEWORK

The following best practice framework is focused on elite driver development programmes sanctioned by the ASN. These programmes may be run directly by the ASN, or outsourced in whole or in part to another organisation. At all times, the ASN is responsible for defining the objectives of the programme as well as the overall strategy for driver development. In general the numbers of participants in the elite programme will be small and typically no more than two-dozen at all levels, but this will depend on the size of the ASN.



## FRAMEWORK AREA: COMPETENCY DEVELOPMENT (ELITE)

This framework area addresses the best practice principles (BPP) which should be applied in developing elite competency in young drivers.

### (1) TRAINING ACTIVITIES ARE COMPETENCY BASED

#### *Details:*

- Training activities are focused on building core competencies which are directly linked to learning outcomes.
- The competencies being taught are explicitly linked to the role of the driver.

#### *Notes:*

- Competency is defined as “the application of knowledge and skills which allow an individual to successfully complete a range of activities which are required to fulfil their role”.
- In order to link competencies to roles, a thorough understanding of the activities undertaken by the drivers will be required prior to developing the training activities (refer to BPP 3 from Programme Structure).

### (2) TRAINING ACTIVITIES ARE DEVELOPED BY INSTRUCTIONAL DESIGN SPECIALISTS AND CONTENT IS DEVELOPED BY SUBJECT MATTER EXPERTS

#### *Details:*

- Instructional design and the final training deliverables are developed by appropriately qualified developers.
- Best practice instructional design principles are applied to all training activities.
- Training content is developed by experts in the field to which the activity relates.

#### *Notes:*

- Refer to the officials programme framework for further details regarding instructional design principles.

### (3) TRAINING IS DELIVERED USING A BLENDED LEARNING MODEL

#### *Details:*

- The training required to attain a particular level of competence involves the appropriate blend of instructor-led training, practical training, coaching and field assessment.
- Drivers undergo periodic assessment to determine progress (measured against competency).

#### *Notes:*

- The blend of training activities required may vary depending on the driver’s requirements, and should be tailored to suit their needs.
- The reference to practical training includes time spent in the competition vehicle, but outside of formal competition e.g. practice (“testing”) on the circuit.
- If the driver is deemed to be not yet competent, a plan is developed by the trainer to address the skill and/ or knowledge gaps.

### (4) THE TRAINING CURRICULUM HAS MULTIPLE TIERS

#### *Details:*

- The training curriculum has multiple tiers to accommodate the different motor sport disciplines and stages of development of each group of drivers.

#### *Notes:*

- Depending on the age of the drivers, differing pedagogical techniques may be required (particularly for very young drivers).
- Depending on the motor sport discipline, some content may need to vary e.g. career planning, technical skills etc.

### (5) KEY CONTENT AREAS ESSENTIAL TO THE DEVELOPMENT OF THE DRIVER’S TECHNICAL CAPABILITIES ARE COVERED IN THE CURRICULUM

#### *Details:*

- Content is determined by the competencies the training is seeking to build i.e. the learning objectives.
- Content is presented in the context of the motor sport environment, and the appropriate motor sport discipline.
- All key content areas, presented as separate topics, are covered in the curriculum.

#### *Notes:*

- Common topics, arranged into broad core competency areas, are likely to include, but not necessarily be limited to:
  - vehicle performance (including working with the team engineer);
  - data acquisition systems;
  - driving technique (including working with the driver coach)

### (6) KEY CONTENT AREAS ESSENTIAL TO THE DEVELOPMENT OF THE DRIVER’S TACTICAL CAPABILITIES ARE COVERED IN THE CURRICULUM

#### *Details:*

- Refer to details from BPP 5.

#### *Notes:*

- Common topics, arranged into broad core competency areas, are

likely to include, but not necessarily be limited to:

- race strategy and
- race tactics.

#### (7) KEY CONTENT AREAS ESSENTIAL TO THE DEVELOPMENT OF THE DRIVER'S PHYSIOLOGICAL CAPABILITIES ARE COVERED IN THE CURRICULUM

##### Details:

- Refer to details from BPP 5.

##### Notes:

- Common topics, arranged into broad core competency areas, are likely to include, but not necessarily be limited to:
  - physiological conditioning (including aerobic fitness;
  - muscular strength and endurance;
  - injury prevention and injury management; reaction times etc);
  - nutrition and hydration.

#### (8) KEY CONTENT AREAS ESSENTIAL TO THE DEVELOPMENT OF THE DRIVER'S PSYCHOLOGICAL CAPABILITIES ARE COVERED IN THE CURRICULUM

##### Details:

- Refer to details from BPP 5.

##### Notes:

- Common topics, arranged into broad core competency areas, are

likely to include, but not necessarily be limited to psychological conditioning.

#### (9) KEY CONTENT AREAS ESSENTIAL TO THE DEVELOPMENT OF THE DRIVER'S ANCILLARY CAPABILITIES ARE COVERED IN THE CURRICULUM

##### Details:

- Refer to details from BPP 5 above.

##### Notes:

- Common topics, arranged into broad core competency areas, are likely to include, but not necessarily be limited to:
  - the sporting environment (including sporting rules);
  - sponsorship & marketing;
  - media (including public speaking);
  - communication (including listening to, and giving feedback);
  - career planning (including understanding the stages of a motor sport career, planning for a career after motor sport etc);
  - competing internationally (including living in a foreign country, understanding other cultures etc);
  - and time management.
- The driver should continue with their academic commitments (as per BPP 13 from Programme Structure).

#### (10) KEY CONTENT AREAS RELATING TO SAFETY, ANTI-DOPING AND DRIVER BEHAVIOUR ARE COVERED IN THE CURRICULUM

##### Details:

- Refer to details from BPP 5 above.

##### Notes:

- Common topics, arranged into broad core competency areas, are likely to include, but not necessarily be limited to:
  - motor sport & road safety;
  - anti-doping;
  - and driver conduct.
- In addition to the above, it will be appropriate from time to time to include specific topics important to motor sport including environmental sustainability and racial equality.
- In some instances, training may be more focused on building awareness (i.e. knowledge), rather than skills, particularly if the course is at an "introductory" level.

#### (11) TRAINERS, COACHES AND ASSESSORS ARE APPROPRIATELY QUALIFIED

##### Details:

- Trainers, coaches and assessors are appropriately qualified to carry out their roles, and are considered experts in their field.
- Trainers, coaches and assessors are periodically assessed on their

effectiveness in performing their roles.

##### Notes:

- As a guideline, trainers and assessors should possess pedagogical skills, as well as content specific competencies.

#### (12) DRIVERS WORK REGULARLY WITH COACHES

##### Details:

- Drivers work regularly with coaches and have an established training regime (e.g. physiological, public speaking, driving etc) in order to foster rapid development and maintenance of skills and knowledge i.e. competency.

##### Notes:

- Coaching may be conducted individually with drivers or as a group, depending on the activity and the needs of the individuals.

#### (13) KEY PERFORMANCE INDICATORS DETERMINING TRAINING ACTIVITY EFFECTIVENESS ALIGN WITH TARGETS

##### Details:

- Clearly defined performance targets exist to measure training effectiveness (quantitative and qualitative).
- Key performance indicators for training activity effectiveness meet agreed performance targets.

- Key performance indicators for training activity effectiveness are reviewed periodically and changes are made to training activities as appropriate (as per BPP 12 and BPP 3 from Programme Structure).

*Notes:*

- Programme effectiveness needs to be measured on multiple levels, ranging from the driver, to the overall impact it has on the ASN and motor sport in general.

#### (14) A CONTINUOUS IMPROVEMENT APPROACH IS EMPLOYED TO KEEP THE TRAINING ACTIVITIES CURRENT

*Details:*

- The ASN employ a continuous improvement approach to ensure that the programme maintains quality and that training activities utilise the latest information, techniques, technology and instructional design.
- A quality control system is in place to allow for the ongoing gathering of feedback from participants and trainers (as per BPP 11 above).
- Reviews of the entire programme take place periodically, typically every two or three years with minor reviews happening annually.

#### (15) TRAINING ACTIVITIES ARE TIMED TO TARGET FOR PERFORMANCE AT MAJOR EVENTS

*Details:*

- The relevant components of the training are conducted as close to major events as possible to maximize the retention of skills and knowledge (competency) by the driver.

*Notes:*

- Structured plans should be in place that recognise performance at major events

#### (16) DRIVERS ARE ASSIGNED A MENTOR

*Details:*

- Drivers are assigned a formal mentor, who has a strong interest and understanding of motor sport.
- Mentors must meet selection criteria to be considered for the role.
- Clear guidelines are established to ensure that the driver benefits from the relationship.

*Notes:*

- Assuming that the driver already has access to coaches, trainers and assessors, appropriate mentors should be sought from within the business community or similar area. As a broad guideline, they should be highly successful in their chosen field, but have a strong interest in motor sport.

#### (17) DRIVERS PARTICIPATE IN COMPETITION REGULARLY

*Details:*

- Drivers participate in competition as frequently as possible.
- Drivers are given (and provide) feedback immediately after a competitive activity has taken place.

*Notes:*

- Typically, feedback would be between the driver and the driver coach and/ or team engineer.

#### (18) DRIVERS UNDERGO PERFORMANCE REVIEWS

*Details:*

- Drivers undergo regular and structured performance reviews to gauge their overall performance in the programme.
- Drivers are expected to meet agreed performance targets.
- Drivers receive structured support to address knowledge and skill gaps (competency).

*Notes:*

- Typically, the inputs used for the assessment would include the collated outcomes from training and coaching assessments, competition results as well as the driver's general conduct.
- In the situation where a driver does not meet performance targets, a plan should be developed by

the ASN to help address the skill and knowledge gaps. If the driver does not improve, it may be appropriate to not "renew" their involvement in the programme for the subsequent period.

## FRAMEWORK AREA: PROGRAMME STRUCTURE (ELITE)

This framework area addresses the best practice principles (BPP) which should be applied in developing the appropriate elite programme structure.

### (1) A SENIOR EXECUTIVE IS RESPONSIBLE FOR THE PROGRAMME

#### *Details:*

- A member of the ASN's senior management team is appointed to manage the programme and authorise changes as required.
- The senior executive is appropriately qualified to carry out the role.
- The senior executive is responsible for the development of strategy and the subsequent creation of the driver development programmes.
- The strategy is integrated with the organisation-wide strategic plan.
- The senior executive manages the team responsible for the operational aspects of the programme.

#### *Notes:*

- As part of the strategy, clear key performance indicators and targets are established and

monitored to gauge the programme's ongoing effectiveness.

- Programme effectiveness needs to be measured on multiple levels, ranging from the driver, to the overall impact it has on the ASN and motor sport in general.

### (2) THE ELITE PROGRAMME INTEGRATES WITH OTHER DRIVER DEVELOPMENT PROGRAMMES

#### *Details:*

- The ASN's elite driver development programme vertically and horizontally integrates with other driver development programmes managed, sanctioned or recognised by the ASN.
- All driver development programmes directly controlled by the ASN are consistent with the ASN's driver development strategy.

#### *Notes:*

- Participants in the elite programme will frequently be graduates from lower level programmes – in the case of circuit racing, these lower level programmes will frequently be focused on sprint karting.
- At the conclusion of the elite programme, drivers should have the opportunity to progress to the next career stage, noting that the elite ASN programme may or may not include international competition.

### (3) THE ASN HAS THE CAPACITY TO MANAGE THE OPERATIONAL ASPECTS OF THE PROGRAMME

#### *Details:*

- Human resources (the programme team), who are appropriately qualified, are allocated to manage the operational aspects of the programme.
- Financial resources are allocated for the annual operational aspects of the programme (presented in a budget).
- The programme team is responsible for developing and implementing an annual operational plan which includes:
  - coordinating the development of all programme activities (including training);
  - coordinating the delivery of all programme activities (including training);
  - measuring the effectiveness of all programme activities and making updates accordingly (including training);
  - and all financial information relating to the above.

#### *Notes:*

- The programme team is headed by the senior executive.
- The annual operational plan is driven by the driver's development needs, is mapped to the overall goals of the elite programme and is consistent with driver development strategy.

- The training is developed by qualified content and instructional design experts who may not directly be part of the ASN (refer to BPP 2 from Competency Development).
- The training and other programme activities are delivered by qualified individuals or organisations that may not directly be part of the ASN (refer to BPP 9 from Competency Development).

### (4) A SOPHISTICATED DRIVER SELECTION PROCESS EXISTS

#### *Details:*

- Preliminary identification of potential candidates will be based on previous performance and other relevant criteria mapped to the goals of the programme (including age).
- Potential candidates will be interviewed by an expert panel to confirm their general "fit" with the programme.
- Potential candidates will be assessed against core competencies

#### *Notes:*

- For programmes that are circuit racing based, young drivers recruited for these programmes will have recently been competing in sprint karting and have achieved exceptional results (refer to BPP 2 above).
- It should be well noted that it is generally not effective to select a



driver based on previous performance alone without consideration of any other factors (particularly if the driver is making a transition from karting to circuit racing).

- The recruitment age of drivers will be determined by a number of factors, but in particular it will be influenced by legal and regulatory requirements, the average time required for developing a driver and the average age of drivers competing in the category for which the programme aspires e.g. Formula One or the World Rally Championship (refer to BPP 7).
- Common assessments for general potential will include a range of physiological tests (including aerobic and strength) as well as psychological and psycho-motor tests.
- Common assessments for technical potential will include a series of in-car and on-track tests conducted on the competition surface (but outside of main-stream competition).

#### (5) LEADING TECHNICAL AND TRAINING PARTNERS ARE ENGAGED

##### *Details:*

- Leading technical and training partners are engaged to provide the key programme services.
- Selection of partners will generally be via a competitive

tender process, and selection will be based on the ability of the organisation or individual to provide services consistent with industry best practice.

- Usually, partners will be required to sign contracts guaranteeing quality and service delivery.

##### *Notes:*

- Partners are likely to include racing teams, driver coaches, driver safety specialists, psychologists, physiologists, media specialists, government bodies, educational bodies etc.

#### (6) DRIVERS ARE DIVIDED INTO GROUPS

##### *Details:*

- Drivers are split into different groups depending on their stage of development

##### *Notes:*

- These groups may still attend some training and assessment activities together and this will be determined by the level of competency the training addressing, or in the case of assessment, the level being measured.
- Stage of development is defined as the level of attained ability.

#### (7) DRIVERS ARE REQUIRED TO COMPETE IN CATEGORIES CONSISTENT WITH THE GOALS OF THE PROGRAMME

##### *Details:*

- Thorough research is conducted determining the pathways taken by drivers to reach the category for which the programme aspires e.g. Formula One or the World Rally Championship.
- Drivers are required to compete in the appropriate pathway categories, for the appropriate amount of time, to maximise their chances of reaching the category for which the programme aspires.

##### *Notes:*

- Research will need to be conducted periodically to ensure that pathway information is up to date. Key variables to measure should include: which categories, average time in categories, average age of drivers etc.
- Generally, there will be several viable pathways which could be taken by any given driver to reach the category for which the programme aspires.
- Generally, there will be an optimal amount of time spent in any given category, however any guidelines that are developed will need to be flexible to adjust for the driver's unique rate of development.

#### (8) THE PROGRAMME IS FINANCIALLY SUPPORTED

##### *Details:*

- The programme is financially backed by the ASN, sponsors, government and other stakeholders (e.g. the FIA Motor Sport Safety Development Fund), as well as through other revenue streams.
- A detailed budget is established and includes the costs of all programme activities as well as revenue streams.
- Sponsorship assets are well developed to provide maximum value to sponsors and other stakeholders.

##### *Notes:*

- The most significant programme expenses are likely to include: the cost of developing and delivering training, the costs associated with the services delivered by technical partners, the costs associated with competition, the cost associated with branding and marketing, the cost of human resources to manage the programme etc.
- In many cases, it will not be possible to secure 100% of the programme expenses, and on that basis, the driver will need to provide their own funding to cover the balance.
- In the situation where a driver is required to make a financial contribution, payment should either be made up front or proof

offinancial means should be provided prior to the signing of a contract (refer to BPP 9).

## (9) DRIVERS ARE REQUIRED TO SIGN CONTRACTS

### Details:

- A contract is executed between the driver and the ASN.
- The contract sets out the legal responsibilities of both the driver and the ASN, particularly in relation to financial obligations and the driver's ambassadorial requirements.

### Notes:

- Contracts should be drafted and reviewed by appropriately qualified individuals (depending on the structure of the ASN, this may require outsourcing).
- In some instances, the contract should include driver future earnings clauses, creating a future revenue stream for the programme.
- In some instances, where the driver is bringing some of their own sponsorship, care will need to be taken to balance the needs of the driver's sponsors with those of the programme.
- If the driver is classified as a minor, then a parent or guardian will also need to sign the contract.

## (10) THE PROGRAMME IS SUPPORTED WITH A STRONG BRAND CAPABILITY

### Details:

- A strong brand capability exists to allow for promotion of the programme as well as the individual drivers.
- The programme has its own identity, including logo, micro-website, racing apparel, colour schemes etc.
- The media requirements for the drivers are managed exclusively by the ASN.

### Notes:

- A strong brand capability will help to create value for drivers, sponsors and other stakeholders.

## (11) THE DRIVER HAS ACCESS TO POST-PROGRAMME SUPPORT SERVICES

### Details:

- The ASN have well established links with appropriate international organisations and individuals.
- Drivers are assisted with their transition from the ASN programme to the appropriate non-ASN international programme.

### Notes:

- In the situation where the ASN does not control the international programme (or equivalent), the ASN supports the drivers' transition to the next career stage.

- These services may include conducting negotiations with motor sport teams, individuals or other organisations and in the case where a driver is required to leave their home country, providing appropriate re-location services.

## (12) AN ANNUAL PRIZE IS AWARDED

### Details:

- An annual prize is awarded to the programme driver whose achievements in a given year are deemed to be the most exceptional in comparison to his/her peers.

### Notes:

- Although there are many other aspects to the programme designed to stimulate performance, an annual prize offers an additional aspirational element for the young drivers as well as a positive promotional opportunity for the programme.
- The prize does not necessarily have to be financial in nature, and can simply involve the appropriate level of recognition for the individual.

## (13) PROGRAMME ACTIVITIES AND THE DRIVER'S EXISTING ACADEMIC COMMITMENTS ARE INTEGRATED

### Details:

- Processes exist to ensure that a driver can successfully complete programme and academic activities concurrently.

### Notes:

- The driver's academic progress should not be negatively impacted by their involvement in the programme.
- Members of the programme team are likely to need to liaise directly with academic personnel and the drivers' guardians.
- The commitment to balance programme and academic activities may need to be included in the contract.
- The driver must have other career options available to them should they not be able to continue in the sport at the elite level – this should be expressed in terms of a 'secondary career plan' (refer BPP 7).

## (14) DRIVERS' GUARDIANS ARE ENGAGED IN THE PROGRAMME ACTIVITIES

### Details:

- The drivers' legal guardians are appropriately engaged in the programme to ensure that the driver receives the appropriate support and guidance away from the training environment.

### Notes:

- In some instances, this may require the driver's guardians to attend training and other programme activities.



## BEST PRACTICE PRINCIPLE SUMMARY (ELITE)

### COMPETENCY DEVELOPMENT

- (1) Training activities are competency based
- (2) Training activities are developed by instructional design specialists and content is developed by subject matter experts
- (3) Training is delivered using a blended learning model
- (4) The training curriculum has multiple tiers
- (5) Key content areas essential to the development of the driver's technical capabilities are covered in the curriculum
- (6) Key content areas essential to the development of the driver's tactical capabilities are covered in the curriculum
- (7) Key content areas essential to the development of the driver's physiological capabilities are covered in the curriculum
- (8) Key content areas essential to the development of the driver's psychological capabilities are covered in the curriculum
- (9) Key content areas essential to the development of the driver's ancillary capabilities are covered in the curriculum
- (10) Key content areas relating to safety, anti-doping and driver behaviour are covered in the curriculum
- (11) Trainers, coaches and assessors are appropriately qualified
- (12) Drivers work regularly with coaches

- (13) Key performance indicators determining training activity effectiveness align with targets
- (14) A continuous improvement approach is employed to keep the training activities current
- (15) Training activities are conducted at approximately the same time as major events to maximize retention of skills and knowledge
- (16) Drivers are assigned a mentor
- (17) Drivers participate in competition regularly
- (18) Drivers undergo performance reviews

### PROGRAMME STRUCTURE

- (1) A senior executive is responsible for the programme
- (2) The elite programme integrates with other driver development programmes
- (3) The ASN has the capacity to manage the operational aspects of the programme
- (4) A sophisticated driver selection process exists
- (5) Leading technical and training partners are engaged
- (6) Drivers are divided into groups
- (7) Drivers are required to compete in categories consistent with the goals of the programme
- (8) The programme is financially supported
- (9) Drivers are required to sign contracts
- (10) The programme is supported with a strong brand capability
- (11) The driver has access to post programme support services
- (12) An annual prize is awarded
- (13) Programme activities and the driver's existing academic commitments are integrated
- (14) Drivers' guardians are engaged in the programme activities



# THE ENTRY LEVEL FRAMEWORK

The following best practice framework is focused on entry level driver development programmes sanctioned by the ASN. These programmes may be run directly by the ASN, or outsourced in whole or in part to another organisation. However, at all times, the ASN is responsible for defining the objectives of the programme as well as the overall strategy for driver development.

In general the numbers of participants in the entry level programme will be significant, but this will depend on the size of the ASN. Furthermore, given that an entry level programme is focused on increasing participation, usually competitive activity will be at the regional level.

Note that in the case where the best practice principles (BPP) and associated details for the entry level framework are the same as the elite framework, the BPP is listed, but the details are not – instead, the comment “refer to the relevant BPP details from the elite framework” is written. In the case where the BPP details are similar but slightly different, the differences are explicitly addressed.





## FRAMEWORK AREA: COMPETENCY DEVELOPMENT (ENTRY LEVEL)

This framework area addresses the best practice principles (BPP) which should be applied in developing entry level competency in young drivers.

### (1) TRAINING ACTIVITIES ARE COMPETENCY BASED

*Refer to the relevant BPP details from the elite framework*

### (2) TRAINING ACTIVITIES ARE DEVELOPED BY INSTRUCTIONAL DESIGN SPECIALISTS AND CONTENT IS DEVELOPED BY SUBJECT MATTER EXPERTS

*Refer to the relevant BPP details from the elite framework*

### (3) TRAINING IS DELIVERED USING A BLENDED LEARNING MODEL

*Refer to the relevant BPP details from the elite framework*

#### *Additional Notes:*

- Coaching and assessments are likely to be less regular and less structured in comparison to the elite programme.

### (4) THE TRAINING CURRICULUM HAS MULTIPLE TIERS

*Refer to the relevant BPP details from the elite framework*

## (5) KEY CONTENT AREAS ESSENTIAL TO THE DEVELOPMENT OF THE DRIVER'S TECHNICAL CAPABILITIES ARE COVERED IN THE CURRICULUM

#### *Details:*

- Content is determined by the competencies the training is seeking to build i.e. the learning objectives
- Content is presented in the context of the motor sport environment, and the appropriate motor sport discipline
- All key content areas are covered in the curriculum

#### *Notes:*

- Common topics, arranged into broad core competency areas, are likely to include, but not necessarily be limited to:
  - vehicle performance (including working with the team's engineer)
  - data acquisition systems
  - driving technique (including working with the driver coach)
  - race strategy and tactics

#### *Additional Notes:*

- The depth of competency being developed in this area will be at a much lower level in comparison to the elite programme. Generally, it will be at an introductory level and geared to developing basic skills and knowledge, with the focus remaining on participation and enjoyment.

- The breadth of entry level motor sport categories covered by an entry level programme may be significant, and therefore some of the content will need to be contextualised (refer to BPP 7 from Programme Structure).

## (6) KEY CONTENT AREAS ESSENTIAL TO THE DEVELOPMENT OF THE DRIVER'S PHYSIOLOGICAL AND PSYCHOLOGICAL CAPABILITIES ARE COVERED IN THE CURRICULUM

*Refer to details from BPP5 above.*

#### *Additional Notes:*

- Common topics, arranged into broad core competency areas, are likely to include, but not necessarily be limited to:
  - physiological conditioning (including aerobic fitness)
  - muscular strength and endurance
  - injury prevention and injury management; reaction times etc
  - nutrition and hydration
  - psychological conditioning
- The depth of competency being developed in this area will be at a much lower level in comparison to the elite programme. Generally, it will be at an introductory level and geared to developing basic skills and knowledge, with the focus remaining on participation and enjoyment.

## (7) KEY CONTENT AREAS ESSENTIAL TO THE DEVELOPMENT OF THE DRIVER'S ANCILLARY CAPABILITIES ARE COVERED IN THE CURRICULUM

*Refer to the relevant BPP details from the elite framework*

#### *Additional Notes:*

- The depth of competency being developed in this area will be at a much lower level in comparison to the elite programme. Generally, it will be at an introductory level and geared to developing basic skills and knowledge, with the focus remaining on participation and enjoyment.
- The impact of the programme activities upon the participant's existing academic commitments is likely to be extremely low or none at all.

## (8) KEY CONTENT AREAS RELATING TO SAFETY, ANTI-DOPING AND DRIVER BEHAVIOUR ARE COVERED IN THE CURRICULUM

*Refer to the relevant BPP details from the elite framework*

#### *Additional Notes:*

- The depth of competency being developed in this area will be at a much lower level in comparison to the elite programme. Generally, it will be at an introductory level and geared to developing basic skills and knowledge, with the focus remaining on participation and enjoyment.

#### (9) TRAINERS AND COACHES ARE APPROPRIATELY QUALIFIED

##### Details:

- Trainers and coaches are appropriately qualified to carry out their roles.
- Training is available for training trainers and assessors.
- Trainers and coaches are periodically assessed on their effectiveness in performing these roles.

##### Notes:

- As a guideline, trainers and assessors should possess pedagogical skills, as well as content specific competencies, but may not necessarily be classified as experts in their field (unlike the elite programme).

#### (10) DRIVERS WORK PERIODICALLY WITH COACHES

##### Details:

- Drivers work periodically with coaches in order to foster sustained development and maintenance of skills and knowledge i.e. competency.

##### Notes:

- Coaching activities are likely to be less regular and less structured in comparison to the elite programme.
- Generally, coaching will be done in groups rather than with individual drivers.

#### (11) KEY PERFORMANCE INDICATORS DETERMINING TRAINING ACTIVITY EFFECTIVENESS ARE IN LINE WITH TARGETS

*Refer to the relevant BPP details from the elite framework*

#### (12) A CONTINUOUS IMPROVEMENT APPROACH IS EMPLOYED TO KEEP THE TRAINING ACTIVITIES CURRENT

*Refer to the relevant BPP details from the elite framework*

#### (13) TRAINING ACTIVITIES ARE TIMED TO TARGET FOR PERFORMANCE AT MAJOR EVENTS

*Refer to the relevant BPP details from the elite framework*

#### (14) DRIVERS PARTICIPATE IN COMPETITION PERIODICALLY

##### Details:

- Drivers participate in competition periodically in order to consolidate their participation patterns, competency and enjoyment of the sport.

##### Notes:

- Typically, competing should be focused on participation and enjoyment, rather than just personal performance.
- Typically, competition will occur at a regional level.

#### (15) DRIVERS HAVE ACCESS TO ROLE MODELS

##### Details:

- High profile drivers (including those from the elite programmes) and other appropriate individuals who are considered role models, are available to assist with selected training activities.

##### Notes:

- Role models are useful for young and new competitors to help foster good sporting behaviour.
- The use of role models in this level of programme can also act to directly stimulate participation, as younger competitors' idolisation of their sporting hero often inspires them to become active in that sport.

#### (16) TRAINING ACTIVITIES ARE CONDUCTED REGIONALLY

##### Details:

- Training activities are conducted regionally and are led by regionally based (and appropriately qualified) instructors and coaches.

##### Additional Notes:

- In some instances, regional participants may be brought together for collective activities, particularly those which relate to driver and road safety.

## FRAMEWORK AREA: PROGRAMME STRUCTURE (ENTRY LEVEL)

This framework area addresses the best practice principles which should be applied in developing the appropriate entry level programme structure.

### (1) A SENIOR EXECUTIVE IS RESPONSIBLE FOR THE PROGRAMME

*Refer to the relevant BPP details from the elite framework*

#### *Additional Notes:*

- Typically, the senior executive responsible for the elite programme will also be responsible for the entry level programme.
- Notwithstanding the note above, depending on the scope of the programme, this area may need to be governed by a group of senior executives or an appropriately qualified and empowered commission/ committee.

### (2) THE ENTRY LEVEL PROGRAMME INTEGRATES WITH OTHER DRIVER DEVELOPMENT PROGRAMMES

*Refer to the relevant BPP details from the elite framework*

#### *Alternate Notes:*

- For drivers in the entry level programme who demonstrate considerable potential, they should

have the opportunity to progress to the elite programme.

### (3) THE ASN HAS THE CAPACITY TO MANAGE THE OPERATIONAL ASPECTS OF THE PROGRAMME

*Refer to the relevant BPP details from the elite framework*

#### *Additional & Alternate Notes:*

- The annual operational plan is driven by the drivers' development needs, is mapped to the overall goals of the entry level programme and is consistent with driver development strategy.

### (4) A PROGRAMME PARTICIPANT RECRUITMENT PROCESS EXISTS

#### *Details:*

- The target audience for the programme is defined and understood.
- The programme is strongly promoted to ensure maximum reach to the programme's target audience.
- Processes exist to manage the recruitment of participants to the programme.
- All new motor sport competitors, who meet the appropriate age criteria, can participate in the programme.

#### *Notes:*

- Analysis of the target audience is required to understand training

needs and relates to relates to BPP 3 above.

- The promotion of the programme is in line with BPP 10 below and leverages partnerships with government and other relevant entities as per BPP 12 below.
- Usually, new programme participants do not require any, or only very limited, motor sport experience to take part in the programme (which is voluntary).

### (5) TRAINING PARTNERS ARE ENGAGED TO DELIVER SERVICES REGIONALLY

#### *Details:*

- Training partners are engaged to provide the key programme services at a regional level.
- Selection of partners will generally be via a mainstream recruitment (individuals) or competitive tender process (organisations).

#### *Notes:*

- A network of appropriately qualified trainers and coaches are recruited at a regional level to carry out training activities. These individuals will have a reporting line to the ASN's programme team.
- Other partners are likely to include driver safety specialists, government bodies, educational institutions etc.

### (6) DRIVERS ARE DIVIDED INTO GROUPS

*Refer to the relevant BPP details from the elite framework*

#### *Additional Notes:*

- It may be necessary to also split groups by category as well as development stage and discipline.
- It may be beneficial to mix drivers from different disciplines to improve learning

### (7) DRIVERS ARE REQUIRED TO COMPETE IN CATEGORIES SANCTIONED BY THE ASN

#### *Details:*

- Drivers are required to compete in entry level motor sport categories sanctioned by the ASN.

#### *Notes:*

- Given that this programme is based on participation, the number of entry level categories sanctioned by the ASN may be significant.

### (8) THE PROGRAMME IS FINANCIALLY SUPPORTED

*Refer to the relevant BPP details from the elite framework*

#### *Additional & Alternate Notes:*

- Programme costs should not include the cost for individual drivers to compete and should be

focused on increasing participation and building capability (i.e. training).

- It will be entirely up to the individual driver to fund their own competitive activities.
- The most significant programme expenses are likely to include: the cost of developing and delivering training, the costs associated with the services delivered by technical partners, the cost associated with branding and marketing, the cost of human resources to manage the programme etc.

#### (9) DRIVERS ARE REQUIRED TO SIGN A CODE OF CONDUCT

##### *Details:*

- A code of conduct defining what constitutes appropriate behaviour exists and is specific to the programme.
- The code of conduct is based on the appropriate elements of the ASN's member protection policy and sporting rules (refer to framework for the officials programme).
- Drivers are required to sign the code of conduct.
- Drivers are sanctioned if they breach the code of conduct.

##### *Notes:*

- The code of conduct should not be at variance with the

ASN's sporting rules or the ASN's member protection policy, and should therefore be supplementary and subordinate to those rules and policies.

- Breaches of the sporting code would normally be dealt with through the ASN's judicial system. Otherwise, a breach of the code of conduct only, may result in exclusion or suspension from the programme.
- If the driver is classified as a minor, then a parent or guardian may also need to sign the code of conduct.

#### (10) THE PROGRAMME IS SUPPORTED WITH A STRONG BRAND CAPABILITY

*Refer to the relevant BPP details from the elite framework*

##### *Alternate Notes:*

- Promotion is focused on the programme and not the individual drivers (which will be entirely their own responsibility).

#### (11) DRIVERS' GUARDIANS ARE ENGAGED IN THE PROGRAMME ACTIVITIES

*Refer to the relevant BPP details from the elite framework*

##### *Alternate Notes:*

- The level of engagement will be significantly lower in

comparison to the elite programme due to likely financial constraints.

#### (12) THE PROGRAMME HAS ALLIANCES WITH GOVERNMENT BODIES

##### *Details:*

- An alliance exists with the appropriate government bodies to maximise the programme's reach in schools and other appropriate locations.

##### *Notes:*

- An alliance at this level would generally be managed at senior executive level between the ASN and the government body.
- In the instance where the touring and sporting responsibilities are managed by different FIA sanctioned bodies, these bodies should have strong relationships in order to cross-promote each other's initiatives e.g. motor sport participation and road safety.





## BEST PRACTICE PRINCIPLE SUMMARY (ENTRY LEVEL)

### COMPETENCY DEVELOPMENT

- (1) Training activities are competency based
- (2) Training activities are developed by instructional design specialists and content is developed by subject matter experts
- (3) Training is delivered using a blended learning model
- (4) The training curriculum has multiple tiers
- (5) Key content areas essential to the development of the driver's technical capabilities are covered in the curriculum
- (6) Key content areas essential to the development of the driver's physiological and psychological capabilities are covered in the curriculum
- (7) Key content areas essential to the development of the driver's ancillary capabilities are covered in the curriculum
- (8) Key content areas relating to safety, anti-doping and driver behaviour are covered in the curriculum
- (9) Trainers and coaches are appropriately qualified
- (10) Drivers work periodically with coaches
- (11) Key performance indicators determining training activity effectiveness are in line with targets

- (12) A continuous improvement approach is employed to keep the training activities current
- (13) Training activities are conducted at approximately the same time as major events to maximize retention of skills and knowledge
- (14) Drivers participate in competition periodically
- (15) Drivers have access to role models
- (16) Training activities are conducted regionally

### PROGRAMME STRUCTURE

- (1) A senior executive is responsible for the programme
- (2) The entry level programme integrates with other driver development programmes
- (3) The ASN has the capacity to manage the operational aspects of the programme
- (4) A programme participant recruitment process exists
- (5) Training partners are engaged to deliver services regionally
- (6) Drivers are divided into groups
- (7) Drivers are required to compete in categories sanctioned by the ASN
- (8) The programme is financially supported
- (9) Drivers are required to sign a code of conduct
- (10) The programme is supported with a strong brand capability
- (11) Drivers' guardians are engaged in the programme activities
- (12) The programme has alliances with government bodies



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