

Introduction

The problem

The Driving Instructor training is a two day training that was developed as part of the EU project "Traffic Safety Education for the Traffic Safety Improvements Programme" which aimed at the implementation of a range of measures to improve road safety in Northern Cyprus. It was developed on the basis of a training needs analysis conducted with stakeholders in Northern Cyprus and addresses the perceived gaps in current training provision to increase the quality of driver training provision across the country. This is achieved by including Train the Trainer principles in this training course which will allow participants to deliver the training themselves and therefore act as multipliers in Northern Cyprus.

Target group

Driving instructors contribute significantly to the overall road safety of a country as their role is to impart the skills, knowledge and attitudes required to become safe drivers of any road-based vehicle in Northern Cyprus. Investing in raising the standards of training provision across driving schools in Northern Cyprus will lead to a more unified and comprehensive approach to training delivery and should therefore benefit learner drivers for all vehicle categories

Whilst training curricula are currently not prescribed by law (with the exception of 10 lessons for category D drivers, 2 of which must take place in darkness), road safety-related legislation in Northern Cyprus is currently undergoing a process of review and change which is likely to lead to the harmonisation of regulations and vehicle classification systems with those recommended by the European Union. Whilst including information on the current system in Northern Cyprus the contents of this training focus very much on international good practice and likely future practice.

General approach

This course focuses on the role of the driving instructor in providing learner drivers of any vehicle category with the skills, knowledge and attitudes required to become a safe driver.

Learning to drive is a process that requires the acquisition and gradual automatisisation of basic vehicle control skills, the development of observation skills and continuous assessment of hazards as well as constant decision making. However, driving is not only a skills-based process, but is influenced by the journey purpose, our social identity and the lifestyle we live. The aim of the course is not only to convey the skills required to control the vehicle, but to also support the learner in developing an awareness of the limitations of such skills and an awareness of the multiple influences on driving decisions and their consequences.

The target group of driver training are (young) adults with established learning styles that driving instructors need to relate to in order to facilitate the acquisition of all components of a safe driver. Current thinking is that a training approach where an instructor uses coaching rather than instruction will encourage learners to take more responsibility for the learning to drive process and facilitate a better insight into one's own capability as a driver and the limits of such capabilities.

The first half (day 1) of the course takes place in a classroom setting; on the second day (day 2) participants apply what they have learned during an in-vehicle session (practical training). The emphasis of the in-vehicle training is not on the driving skills of the participating driving instructors, but on the implementation of the lessons learned on teaching to drive.

Theoretical background

- **Social learning**

Social Cognitive Theory (e.g. Bandura, 1977) emphasises the importance of learning in social environments and, in particular, learning through observation (and imitation) of the behaviour of "models". Models may include real persons (e.g. the driving instructor) demonstrating the target behaviour or persons shown through another medium (e.g. video or television). Social Cognitive Theory proposes that learning arises from individual's constant interactions with the environment. Individuals learn by observation of other's behaviour and the associated outcomes. In the driving context this may include the driving instructor, but also relatives or friends the learner drives with.

In the development of social learning theory, the importance of cognitive factors has increasingly been recognised. Such factors include attention, memory and outcome expectation and mediate social learning. Motivation and the ability to reproduce model behaviour are further prerequisites for imitation of model behaviour.

Self-efficacy is an important variable in social learning. Individuals who believe themselves to be capable to imitate the observed target behaviour successfully are more likely to exhibit target behaviour.

- **Insight**

In his review of novice driver training in Sweden, Gregersen (2000) suggested that providing road-users with insight into their physical and psychological limitations would reduce their confidence in dealing with unusual or otherwise risky situations. We know that overconfidence is a particular problem in novice drivers. This course therefore focuses on employing the driving instructor with techniques that will encourage learners' realistic self-assessments in relation to the demands of the driving task.

- **Coaching**

A recent EU project is emphasised the benefits of coaching in driver training. In the project report Coaching is described as *"a learner-centred method that engages body, mind and emotions to develop inner and outer awareness and responsibility with an equal relationship between the learner and coach"* (Bartl et al. 2010, p. 6). The Hermes experts suggest that the use of coaching in driver training will lead to greater involvement of the trainee and will encourage learners from the beginning of the learning process to take more responsibility for their driving than would be the case if traditional instruction methods were employed.

Coaching, according to Hermes, uses *"Methods where the teacher/coach and learner form a partnership in which the coach, through observation, questioning and feedback, encourages the learner to be himself, identify goals, reflect on his experience and develop strategies to meet his driving goals in the future."* (Bartl et al., 2010, p. 6)

Course content

Day 1

The first training day is carried out as class-room training and provides the theoretical basis for the driver training driving instructors will practise on the second training day in the vehicle.

- **Introduction – getting to know each other**

This training course aims to involve its participants as much as possible in discussions and the development of ideas for effective training delivery. Participants should feel as comfortable as possible with expressing their views in front of the group. The introduction serves to encourage participants to get to know each other and talk amongst each other as well as in front of the group.

Subsequently, the course aims and objectives and an overview of the training programme are presented to the participants.

- **Session 1: Road safety trends in Northern Cyprus**

The session explores accident trends in Northern Cyprus and the major accident causation factors leading death and injury. Statistics show significant involvement of younger drivers in road accidents in Northern Cyprus, a finding that is similar to the accident statistics in many European countries. The analysis indicates the high prevalence of unsafe driving styles, including excessive speed, insufficient safety margins and violations of traffic rules. Understanding road safety statistics is vital if driving instructors are to understand their central role in delivering training that will equip future generations of drivers with safe driving skills and in bringing down the number of accidents. Instructors

- **Session 2: Aims of driver training and current developments**

The session explores the aims of driver training, acknowledging that learner drivers' aims frequently revolve around passing the test whereas the instructor's aim is to produce safe drivers.

Reflecting back on the accident causation factors reviewed in Session 1 and on research findings suggesting that it is drivers' misperceptions of their capability as drivers in relation to the demands of the driving task that leads them to be involved in a crash rather than their vehicle control skills, new developments in driver training are presented. According to these driver training should aim to address the wider context of your decision making as drivers and should address the influence of lifestyle and social factors on driving styles.

- **Session 3: The current system and likely changes**

The delivery of driver training for different vehicle categories takes place within a regulatory framework which details and describes the system of licence acquisition in a country. The current vehicle classification and licensing system for Northern Cyprus will be reviewed with the participants.

There are currently no prescribed training syllabi in Northern Cyprus, hence, legally applicable training content cannot be put forward as part of this training. However, as part of the course, participants will review the contents of the driving tests for

- Cars and light vans
- Trucks
- Passenger carrying vehicles
- Motorcycles

which EU Directive 2006/126/EC currently stipulates and which are likely to influence developments in Northern Cyprus in future.

- **Session 4: Competencies of a good instructor & coaching skills**

This session contemplates the skills and competencies a driving instructor requires to deliver driver training successfully. Given that one important mechanism by learners acquire new skills is through social learning (see theoretical background section), instructors need to be aware of their role as models of safe driving. They need analytical skills in assessing the strength and weaknesses of their learner to provide targeted learning exercises.

Driving instructors require patience and need to be positive to support learners' gradual progress and to allow them to learn from mistakes.

Excellent communication skills are vitally important to provide learners with concise feedback on their performance that will encourage them to develop without leading to the overestimation of skills. Whilst some learners may find verbal feedback sufficient, others' understanding may be further facilitated if the instructor uses sketches or diagrammes.

As outlined earlier coaching techniques encourage the learner to take greater responsibility for the learning to drive process by defining the learning goals

they want to achieve and by reflecting on their performance in a lessons against these learning goals. The session conveys the techniques that will support learners in reaching these goals.

- **Session 5: Planning and structuring lessons**

In this session principles for structuring the overall learning to drive process as well as individual driving lessons to maximise the learning outcomes will be discussed. Adult learner drivers already possess learning experiences and mechanisms that the instructor can related to.

Examples of driver records that allow instructors to keep track of their learners' developments will be introduced and ways of providing timely and constructive feedback will be considered.

- **Session 6: Vulnerable road users**

This session will review the road users groups that require a driver's particular attention. This include motorcyclists, bicyclists, pedestrian and horse riders.

- **Session 7: Closing session**

The last session serves to draw together and summarise outcomes of the seven previous modules and to prepare the transition to the second training day, where the learning of the day will be applied to in-vehicle training.

Participants will have the opportunity to discuss how the training is likely to impact how they currently train learners and also to reflect on what skills they feel they need to develop further in future.

References:

Bartl et al. (2010). EU HERMES Project: Final Report. Retrieved 4th May 2010 at www.alles-fuehrerschein.at/HERMES

Bandura, A. (1977) Social learning theory. Englewood Cliffs, NJ, US: Prentice-Hall.

Gregersen, N.P. (2000) Sixteen years age limit for learner drivers in Sweden - an evaluation of safety effects. *Accident Analysis & Prevention*, 32, 1; 25-35.

Pre-course Preparation:

Day 1:

For group of 12 participants:

- 12 x PowerPoint Handouts (six slides per page)
- 12x Activity and information sheets

Day 2:

- Minibus with 8 seats
- Note paper and pens

Presentation materials:

- PowerPoint set-up (laptop, projector)
- Flipchart and pens

Introductory Session – Housekeeping & Introduction:

- **Introduce self – ask any other non participants to do same**
 - First name on sticker – helps us get to know you, presenters do same
 - Fire escapes / toilets
 - Coffee breaks / lunch break
- **“We’re going to ask you some questions throughout the course of the day”**
- Written answers:
 - Don’t worry - you get to keep the answer sheets (repeat this throughout the day)
 - Be honest
 - Also get a copy of the slides (distribute at the end of the day)
- Spoken answers:
 - Anything said by another member of group – please keep it inside the room - confidentiality
 - Anything said by presenters – please pass it on if you know someone who may benefit
- **Get to know the group...**

Write on flipchart:

 - **First name**
 - **How long have you worked as a driving instructor?**
 - **What do you find challenging about your job? What do you find is fun about it?**
 - **Why are you here on the course?**

Activity (5 minutes):

It is vital that participants contribute to discussions throughout the day – get them used to talking in front of the group:

Divide group into pairs and ask each pair to ask their partner questions on the flipchart

Then ask each participant to introduce their partner, using the flipchart questions

This activity may not work perfectly, but don’t worry – it gets the participants talking all the same.

- **Aim of the training course for driving instructors (Slide 2)**

The aim of this course is to share good practice in driver training and build capacity in driving instructors to encourage the adoption of high standards of training across Northern Cyprus and to ultimately contribute to the reduction of road accidents in Northern Cyprus.

- **Objectives of the training course for driving instructors (Slide 3)**

At the end of this course you will:

- Be able to identify current accident patterns in Northern Cyprus
- Be familiar with recent developments in driver training, including the GDE matrix
- Be familiar with the process and system for driver licensing in Northern Cyprus and likely future developments
- Be able to outline theory & practical test contents for cars & light vans, trucks/ buses & motorcycles according Directive 126/EC
- Know the competencies that make a good driving instructor
- Know and use different teaching methods & training techniques to maximise learning outcomes
- Structure a lesson, including preparation, execution & feedback
- Be able to identify vulnerable road users.

- **Overview of training course (Slide 4+5)**

Split into two days, one day classroom based, one day in-vehicle training;

Allows participants to put into practice what has been discussed in the classroom and also to hone their observation skills.

Slide 4: Day 1 comprises 7 modules

Slide 5: Day 2 comprises 4 modules

- **Session 1: Road safety trends in Northern Cyprus (Slide 6)**

This first session is going to look at the current pattern of road accident trends in Northern Cyprus. We are going to start the session with a small discussion group exercise.

- **Small group discussion (Slide 7)**

Activity (20 minutes):

Show slide with the following three questions:

1. What do you think are the typical accident causation factors in Northern Cyprus? Why
2. What groups of drivers are most likely to have accidents? Why?
3. Why is the review of accident patterns and trends relevant to driver training?

Divide participants into three groups of four; ask each group to discuss their allocated question for 5 minutes and to appoint a speaker who will summarise the finding in plenary.

Write down the main points on the flip-charts and acknowledge all inputs as valid. Ask other group members to add to the points made.

- **The relevance of accident data to training (Slide 8)**

Today, everyone wanting to drive a motor vehicle has to undergo a licensing procedure that usually comprises the demonstration of sufficient competence to operate a vehicle safely and according to the prevailing traffic rules on public roads. Driver training is usually the way by which we acquire such competence as driver. As a professional driving instructor you are in the position to convey the skills, knowledge and attitudes required for safe participation in traffic and therefore shape future driver generations.

Reviewing accident trends is important to understand the level of risk drivers will be exposed to once they acquire their licences.

If we understand the factors that mainly cause accidents, we can raise learners' awareness for these particular risks and can target the training provision to focus on apparent gaps in skills and/or driving style. This may include the development of additional training exercises, a more extensive coverage of road situations during training or even, at a governmental level, changes in testing requirements.

- **Accident trends in Northern Cyprus – all severities (Slide 9)**

This slide shows the trends for all severity road traffic accidents in Northern Cyprus over the last eight years. As you can see the figures are slightly falling after somewhat of an increase in 2004/ 2005. With an annual average

of 53 fatalities over the last 8 years, every week someone dies on the roads of Northern Cyprus and many more are seriously or slightly injured.

	2002	2003	2004	2005	2006	2007	2008	2009	Annual average
Fatal Accidents	43	53	76	64	48	50	48	42	53
Serious Injury Accidents	216	273	249	237	196	201	201	173	218
Slight Injury Accidents	1025	1089	1348	1363	1148	1165	1135	1115	1173

- **Accident causation factors in Northern Cyprus – all severities (Slide 10)**

The graph on the left hand shows the proportion of accident causation factors for Northern Cyprus between the years 2002 and 2010. You can see that careless or unsafe driving present by far the biggest causation category (88%). In comparison manoeuvring errors (9%), where the driver's handling of the vehicle is at fault, are less frequently important in the causation of accidents. The breakdown also shows that driver error is at the heart of the vast majority of accidents in Northern Cyprus. Drivers frequently underestimate this figure, thinking that external (and therefore uncontrollable factors) make up a larger proportion of accident causation.

The figure on the right gives a percentage breakdown of the single factors that make up the careless and unsafe driving category. As you can see, careless/unsafe driving and excess speed present the most frequent contributory circumstances to accidents in Northern Cyprus, followed by failing to maintain a safe distance to the vehicle in the front.

This analysis of contributory factors suggests that it is often not a lack of vehicle control and manoeuvring skills that causes the accident, but the level of risk drivers are willing to accept when setting out on a journey.

- **Accident involvement by age in Northern Cyprus (Slide 11)**

As you can see from this graph the percentage distribution of all severity accident suggests that it is particularly the younger drivers (18-35 year olds) in Northern Cyprus who are particularly at risk of being involved in an accident.

Why do you think young drivers are more at risk of being involved in an accident?

Activity (5 minutes): Facilitate group discussion:

Acknowledge that graph shows absolute frequencies rather than accident rates per age group which may change results.

Why do you think young drivers are more at risk of being involved in an accident?

Prompts:

What are these drivers like? What do they do to make them more likely to have an accident? What behaviours lead to accidents?

Elicit factors/reasons such as speeding, close following, drink-driving, aggressive driving, inattention, too much confidence in their driving skills, ability to spot hazards, ability to judge what other drivers will do, etc

- **Is this unique to Northern Cyprus (Slide 12)**

This finding is one that is also common for many other European countries. Young drivers are at particular risk of being involved in accidents. Research suggests that there are several factors that put them more at risk than other age groups. They can be summarised as follows:

- Novice drivers' underestimation of risk and overestimation of skill;
- The influence on additional motives in novice drivers;
- Novice drivers' lack of strategies for mitigating typical risk factors associated with their driving.

- **Crash rates for learners and novice drivers over 24 months (slide 13)**

This slide shows the crash rates over a 24 months period for novice drivers who started driving unsupervised after passing the test (orange line) and learner drivers who are driving in the presence of either a driving instructor or a relative (blue line).

The crash risk of novice drivers is high immediately after passing the test and drops considerable within the first 6 months of licensure. After six months, crash rates continue to drop, but less steeply. From research we also know that drivers' confidence is particularly high right after passing the driving test (after all, the person has been good enough to pass the driving test) before they start to drop with increasing experience. We will have a look at how confidence as a driver is related to safety in a moment.

In comparison, crash rates of learner drivers who drive in the company of either professional instructors or accompanying drivers, are very low. This reflects on the one hand that the supervised driving where instructions are given with respect to driving route and general decision making is comparatively easier than when the driver has to make all these decisions himself. It also suggests that the experience novice drivers acquire in the first 6 months is associated with significant increases in safety. It finally suggests that in the presence of "figures of authority" in the car, young drivers can display the driving styles that will keep them safe as drivers.

- **Driver confidence (slide 14+15)**

Confidence in driving plays an important role in driving and novice drivers' safety. Confidence is typically highest just after the driving test has been passed. The confidence of novice drivers was measured in a recent study on new drivers in Great Britain six months after passing their test. Drivers were

asked to state how they compared their driving with other drivers by asking them how they compared to other drivers of the same age and sex:

How do you compare your driving with other drivers of the same age and sex?

- Much better than others
- Better than others
- The same as others
- Worse than others
- Much worse than others

The findings showed that drivers who think they are better than average were much more likely to have an accident in the first 6 months of driving compared with drivers who think they were average. Drivers who rated their driving worse than others also had an increased risk of being involved in an accident. However, those new drivers who think they are better than average are even more likely to have an accident than are those who lack confidence.

What these results suggest is that one of the aims for driver training should be to help learners to realistically assess their driving skills in relation to the difficulty of the driving task. Whilst the research suggests that overestimation of skill is the bigger issue, low confidence will equally need to be addressed.

Session 2: Aims of driver training & current developments **Slide 16-**

22

• Session 2: The aim of driver training & current developments (Slide 16)

This second session explores current developments in driver training that underpin this training course.

• What driver characteristics are needed to avoid accidents in Northern Cyprus? (Slide 17)

Accidents arguably occur as a result of drivers' unsafe behaviours. To describe what a safe driver looks like we can look at the behaviours that would be necessary to avoid road traffic accidents. The list below is the break-down of accidents in Northern Cyprus which were caused by careless driving, as reviewed in the previous session.

Accident causation factor	Percentage
Careless/unsafe driving	22
Excess Speed	22
Failing to maintain safe distance	17
Failing to stop at intersection	17
Failure to keep left	9
Driving under influence of alcohol	6
Dangerous overtaking manoeuvre	3
Red light violation	1
Right of way violation at intersection	0
Right of way violation at roundabout	1

Traffic sign violation	1
Collision with animal	0
Hitting object on the road	0

Activity (5 minutes):

Define the behaviours or driving characteristics that a driver would need to avoid these accidents.

Collect responses on a flip-chart and compare to the list on the next slide

- **A safe driver is someone who... (Slide 18)**

This list was drawn up in a workshop with young learner drivers in Britain about a year ago.

Compare the list created by the instructors to this list and discuss the overlap/differences.

- **The aim of driver training (Slide 19)**

Driver training aims to provide learner drivers of any vehicle category with the skills, knowledge and attitudes required to become a safe driver, and thus to equip the driver with all that is necessary to participate in road traffic safely and independently.

Safe drivers according to the latest developments in the training literature are not only characterised by their vehicle control skills, but by their attitudes and realistic self-evaluation. Safe drivers avoid getting into situations where the demands of the driving task exceed their capabilities. This requires good self-assessment, which forms an important content of driver training in line with good practice.

- **Models of the driving task (Slide 20)**

Considerable efforts in the area of driver training are being made to provide mechanisms for accelerating the experience acquisition of learner drivers. Traditional driver training programmes have focused on improving vehicle control skills without demonstrable benefits for road safety and without being found superior to lay-instruction (Christie, 2001; Mayhew, Simpson, Williams & Ferguson, 1998). Recent research on driver training (e.g. the EU projects GADGET (Siegrist, 1999), TRAINER (Hoeschen et al., 2001) and ADVANCED (Bartl et al., 2002) therefore emphasises the need to incorporate higher order cognitions and motivational orientations (e.g. driver attitudes) to explain why people drive the way they drive and to successfully reduce crash rates.

The GDE (Goals for Driver Education) matrix (Hatakka, Keskinen, Gregerson, Glad & Hernetkosi, 2001), a driving taxonomy that has emerged from this research, posits four levels with

- Basic vehicle control at the lowest level (level 1),

- Followed by the mastery of traffic situations (level 2),
- Trip-related goals (level 3) and
- Personal goals and characteristics at the top (level 4).

The new direction in research has led to a revision of driver training and assessment systems in several countries with many of the schemes currently being under evaluation.

- **New developments in training: The GDE matrix (Slide 21)**

The slide shows the content of the GDE matrix in more detail. For each of the levels, likely risk increasing factors are identified. Through addressing these factors and through improving learners' self-evaluation skills on each level, overall improvements in driver safety are anticipated.

- **New developments in training (Slide 22)**

Following this agenda means that driver training needs to move away from focussing exclusively on vehicle manoeuvring and must start to cover and address higher order skills and processes. It also means that there is a greater emphasis on self-evaluation, including personal motives and the driving context.

BREAK

15 minutes

Session 3: The current system in Northern Cyprus & future developments

Slide 23-30

- **The current system in Northern Cyprus and future developments (Slide 23)**

The brief review of the current licensing system in Northern Cyprus will be followed by outlining future development directions.

The information obtained on the current system was predominantly made available by the Road Traffic Accidents Prevention Association.

- **Current requirements (Slide 24+25+26)**

The slides outline current requirements for driving instructors, driving examiners, the application process for licences and the contents of the practical test. A theory test precedes the practical test; the theory test is an oral test and no prescriptions are made with regards to its content or with regards to record keeping.

- **Current vehicle classification system Northern Cyprus (Slide 27)**

The harmonisation with the EU licensing system is currently under review and likely to go ahead. This is likely to lead to changes in the currently operated vehicle classification system. This is likely to lead to changes in the

currently permissible vehicle weights in the different categories as well as the number of people allowed to be transported in vehicles.

- **The EU vehicle classification system (Slide 28)**

Directive 2006/126/EC of the European Parliament comprises EU guidelines for the process associated with the acquisition of driving licences in EU member countries. Whilst the EU provides a general framework and minimum requirements, individual countries implement the specifics that best fit their national requirements.

Similar to the current system in Northern Cyprus, the light vehicle licence (Category B) is required for the acquisition of any commercial vehicle licence.

The Directive 126/EC does not state minimum training requirements or specific training curricula, but describes the competencies required by the trainee in the details of the theory and practical test. According to the Directive, passing the theory test is the prerequisite for being entitled to apply for the practical test. Whilst the knowledge areas that learners require are outlined for the theory test, there is no prescribed format for the theory test in Directive 126/EC. Many EU countries have adopted a written multiple choice test; however, this is NOT a requirement at present.

Hand out to participants copies of the prescribed contents for theory and practical tests for all vehicles (EU_126_Requirements.pdf).

If you also look at the handout which lists the theory and practical test components for the different vehicle types, you can see that there are many common elements with additional requirements for motorcycles, goods vehicles and passenger carrying vehicles.

Activity (10 minutes):

Give participants time to review the handout detailing the EU's requirements for theory and practical test.

Ask participants to compare current requirements in Northern Cyprus for the practical test with those stipulated by Directive 126/EC and to feed back the main areas of differences and discuss the changes they anticipate resulting from harmonisation with the EU Directive.

Collect responses on a flip-chart

- **Driver competencies based on Directive 126 EC (Slide 29)**

The knowledge, skills and attitudes stipulated in Directive 126 EC are combined in this slide to form a list of driver competencies the learner should have developed during training to become a safe driver.

They therefore form the basis of any training syllabus or curriculum for driver training.

- **Multiple choice approach to Theory Testing (Slide 30)**

We will now carry out an exercise that will familiarise you with the approach to testing learners' knowledge of road signs as well as a traffic rules and procedures that many EU countries currently use and will allow you to self-assess your current knowledge of road signs and traffic rules. It is a multiple choice test of traffic rules and road signs, including questions for different vehicle types and those that apply to all vehicles.

This is not an exam and I will not collect the exercise sheets. Rather, the exercise aims to help you to self-assess your familiarity with traffic signs and traffic rules and to provide you with an example of how a theory test can be conducted to cover the required knowledge stipulated by Directive 126/EC.

Some countries also include a hazard perception test in their theory test or are working at developing new question formats that aim at assessing the learner's deeper understanding of a traffic rule.

Activity (50 minutes):

Hand out to participants copies of the multiple choice quiz on road signs and traffic rules (Road_Signs_multiple_choice_test.pdf & Traffic_rules_multiple_choice_test.pdf).

Allow approximately 45 minutes for participants to complete the exercise.

Ask participants how easy/ difficult they found the exercise and how it compares to the current theory test in Cyprus.

LUNCH

60 minutes

Session 4: Competencies of a good instructor & coaching skills

Slide 31-37

- **Session 4: Competencies of a good instructor & coaching skills (Slide 31)**

This fourth session looks at the competencies a good instructor needs to deliver the aims of driver training that we discussed in the previous session. In particular, we will look at coaching as a method aiming to maximised learners' involvement in the learning to drive process.

- **What competencies make a good instructor (Slide 32)**

Luckily, most of the competencies that make a good driving instructor are things that we can learn and develop. However, there are a few personal attributes people who consider becoming a driving instructor should possess to ensure that they will enjoy the role. This includes the ability to get on with a variety of (mostly young) people and the ability to build rapport with them to enable a positive learning environment. To do this, instructors need good interpersonal and communication skills where the learner feels valued and supported. A lot of the time, learners will get it wrong or will find it difficult to master aspects of the driving task. The best way to help them is to be patient and understanding, impatience will only put learners under pressure.

Many of the skills that make a good driving instructor, however, are skills that we acquire as part of the role and with training. We will first go through the more general skills required and then look how they apply concretely in delivering training.

It should be self-evident that a driving instructor needs good driving skills and should display model behaviour at all times. We know from social learning theory (Bandura, 1977) that an important way by which people learn is by observing models and imitating model behaviour. This is all the more the case if the model is perceived as competent and confident.

Learner drivers who train for their first licence know typically very little about the process of learning to drive and expect their instructor to provide leadership and guidance. However, as we will discuss later, whilst it is vital for the instructor to provide clear directions for the learner it is also important to outline to the learner the stages and learning goals of the learning to drive process to help them to keep track of their progress and to have a realistic view of their driving skills at all times.

As a driving instructor you will meet learner drivers from all walks of life, with different motivations that drive their desire to want to learn to drive. The aim of equipping them with the skills, attitude and knowledge required to participate in road traffic in a safe manner is the same for all of them, but to achieve this aim you may need to employ different methods that are most likely to be effective. It is important for a good instructor to listen to the learner, to closely observe and analyse the performance of the learner before selecting the teaching techniques that will most likely bring about the desired learning outcome.

In helping learners to acquire the skills to become safe drivers, you will need to provide clear instructions and clear feedback that will make them understand the task requirements and how they are performing against them. Being able to provide feedback that clearly spells out what improvements are needed without making learners feel they are not achieving is important to build learners' self-efficacy, the feeling that they are in control and can do what it takes to master the driving task. This includes the ability to turn mistakes into learning opportunities and to encourage the learner to assess themselves why something has not gone to plan.

In addition to supervising the learner's progress throughout the lesson, the driving instructor is also responsible for monitoring safety at all times. Whilst the instructor should, as far as possible, allow the learner to make mistakes and to learn from them, he also needs to ensure that no safety-critical situations occur as a result of the learner's behaviour. Many learners are quite nervous when starting to drive. Therefore displaying a calm and relaxed attitude in lessons is crucially important.

The customer in driving instruction is typically a (young) adult who by the time he/she starts learning to drive has already mastered the acquisition of a number of skills and has undergone various learning processes. To maximise the effectiveness of training the driving instructor should be familiar with and apply principles of adult learning.

- **Adult learning (Slide 33)**

Adult learners are in a process of continuing growth & will link new learning to their existing life experience. As the instructor, try to link the learning to drive process as much as possible to the learning experiences of the learner. This can help the learner to understand the process of learning to drive better and can help them to locate where they are in this process.

Adults have already developed their own unique collection of values and belief structures. Having talked about the importance of developing appropriate attitudes in the driver earlier, this highlights that it is much more difficult to do that with someone who has already developed ideas and opinions. On the other hand, adult learners are likely to be more amenable to rational arguments.

Adult learners are likely to bring with them a set of expectations and preconceptions about the learning to drive process and the training content. This may mean for example, as we discussed earlier, that learner may want to push for moving towards taking the test quickly or wanting to maximise practise in the vehicle rather than preparing the lesson or lesson debrief. Clearly explain why comprehensive training is so important and how they are likely to benefit from a good preparation of every lesson.

Explain the purpose of every lesson to the learner and how it contributes to reaching the overall aim of learning to drive. We will talk about ways of visualising progress a bit later.

If you can, link the learning to previous learning experience and previous knowledge. For driving, virtually all of us are road users as passengers, pedestrians, bicyclists or motorcyclists before we learn to drive.

We talked about acceptance and respect for the learner already.

- **Coaching (Slide 34)**

Coaching is a technique that has been recommended for driver training in a recent EU project (HERMES). Coaching can be particularly useful in adult learning as it is a learner-centred method that aims to actively engage the learner and assumes an equal relationship between the learner and the coach. Coaching puts the learner in an active role, requiring him/her to take responsibility for the learning to drive process and raising the awareness and self-acceptance in the process.

The method by which the coach operates is through observation, effective and precise questioning, listening and reflecting back.

- **Coaching techniques (Slide 35)**

Coaches can apply a range of techniques to help learners feel that they are being listened to and being treated seriously. These include things like repeating sentences, rephrasing and repeating the main ideas, looking at the person, facing them (when you can) rather than standing beside them, and so on.

We talked earlier about the importance of developing learner's self-assessment skills. Ask learners in a neutral way to go through the driving performance in a certain situation.

When you do provide feedback, try and be as specific as possible. Start off with something the learner has done well, followed by something he/she still needs to improve before finishing off with something positive. This is likely to motivate the learner whilst pointing out the areas for further improvement. Try and avoid the use of "but" in feedback. An example: "You positioning for the right turn was very good, but then you turned the steering wheel, pointing the wheels in the direction of the turn". The word "but" seems to devalue the previous praise. Use "and" or two separate sentences instead.

Focus on the positives. Always first point out: "What are you doing well?" We learn most from our mistakes, but in learning from them we rest on our qualities, our already mastered skills. The key is to find the qualities, even in a mistake (after all, some aspects may have been correct). Going through this process together develops confidence and trust.

- **Coaching questions (Slide 36)**

We saw that one of the techniques in coaching is for the trainer to ask precise questions that will require the trainee to think and consider how they have performed against the goal that was previously agreed. To encapsulate all relevant aspects of the driving task these questions should aim to address all factors that are likely to influence the decision making of the learner at the time. This includes what the learners have sensed, felt, thought and wanted to achieve in a driving situation. Some example questions that you can use with your learners are shown on the right. #

- **Characteristics of a good coach (Slide 37)**

This slide summarise the characteristics of a good coach.

Session 5: Planning and structuring lessons**Slide 30-57**

- **Session 4: Planning & structuring lessons**

After we have explored the characteristics and skills that make a good instructor we are now looking at the learning to drive process and how best to structure it.

- **Skill acquisition (Slide 39+40)**

When we think about any (motor) skill, psychological research by Fitts (1954) found that there are three main stages that we go through in acquiring it. This includes the so-called cognitive stage at the very beginning of the learning process, the associative phase somewhat into the learning process and the autonomous phase at the end of the learning process.

In the first phase of learning a new skill, the cognitive phase, we typically try to break it down into components that we can practise separately. At this stage we require "how to" instructions or trial-and-error to find the best way of executing these skill components. Everything we do requires a lot of thought and attention as we try to follow the "how to" instructions and carry out components of the skill for the first time.

Ask participants to give examples such as using the clutch or changing gears but also learning the meaning of road signs

In the second phase, the associative phase, we practise the skill components, make them smoother and eliminate unnecessary behaviours. It is at this stage that we also learn to differentiate between what cues in the environment we need to pay attention to and what not. Think about the road environment. There are many features in it that actually do not impact on what we need to do as drivers and being able to discard them correctly as irrelevant frees up our attention for those that do have a bearing on our driving.

Finally, in the autonomous phase, all the components of the new skill are put together and the skill is now automated. At this stage we need very little attention in supervising the correct execution of the skill, because it has become better practised.

- **Stages of learning to drive: Example Germany (Slide 42)**

This process of gradual skill acquisition has underpinned the development of learning to drive curricula in many countries. The example shown in this slide is from Germany and shows the process of training towards the acquisition of a European Category B (car) licence. It is similar to the current system in Northern Cyprus in that it includes special drives in the training that aim to ensure that a driver had a minimum experience of training in certain driving

conditions. It may be therefore quite useful to illustrate the process of learning to drive.

- **Basic stage (Slide 43)**

According to the curriculum in Germany driver training starts with the basic stage. Here the learner acquires basic skills and knowledge about safety relating to car use, for example how to adjust the driving seat and mirrors before starting a journey. As we have discussed earlier, it is not only important for the learner to know how to carry out these adjustments, but also to understand why they are important and how they serve to keep the driver and other road users safe. Methods to increase learners' insight are therefore important.

In line with the model of skill acquisition which we looked at earlier on, the learning contents at the basic stage correspond with the cognitive phase, where skill components and relevant knowledge are slowly acquired.

With the large number of controls in the car or traffic signs in the road environment, not all of them have to be explained to the driver before embarking on a drive. Many of them can be introduced and explained in an appropriate situation, for example the use of the lights on a rainy or foggy day. However, you need to make sure that during the course of learning to drive you will have covered all relevant aspects.

- **Progress stage (Slide 44)**

Once the very basic skills have been sufficiently practised you can introduce new, additional components of the driving task in what the German model would call the "advanced stage". This could include driving tasks such as reversing, parking, turning, but also eco-friendly driving styles. If these manoeuvres are trained in road traffic rather than on a dedicated training track without other traffic, you will need to identify locations, where such manoeuvres can be carried out with minimal risk to the learner or other road users. At this point in the training, the learner's focus will still be very much on the manoeuvring aspect of driving and less on the observation of other road users. Also, skills will not yet be honed, so that some of the manoeuvring will not turn out as planned, thus potentially causing disruption or risk to other road users. However, allowing the learner as far as possible to find out him/herself what works and what doesn't will be beneficial.

Ensure that you repeat manoeuvres in a variety of different locations. For example, when practising turning, ask the driver to carry out the manoeuvre using different road infrastructure features such as traffic islands, side roads, junctions etc.

The move to the performance stage of driving comes at a point when the learner has mastered basic vehicle control skills and can competently carry out different vehicle manoeuvres. Moving into performance stage too quickly can ask too much of the learner and can mean that basic skills that have previously been carried out correctly suddenly break down again (e.g. gear changes).

The performance stage focuses on participation and interaction in traffic. To be able to drive in accordance with the rules of the road, the learner needs to develop an understanding of road signs and the Highway Code.

- **Understanding the rules of the road (Slide 45)**

Through the theoretical test, learner drivers should be sufficiently familiar with road sign and the rules of the road in Northern Cyprus. Most driving schools use the booklet shown on this slide for this purpose. However, just learning them by heart is not enough.

Include questions in the lesson that test the learners' understanding of the road signs visible along the roads. It is important that learners understand that traffic signs are put up to convey information to the driver, to warn him of hazards and to support safe driving. Being able to read this "language" of the road will make the learners' driving task easier.

As an exercise ask the learner to take the role of the instructor and explain to you what the different signs in a certain traffic situation mean and how the driving behaviour needs to be modified accordingly. Ask questions such as:

- "What does this traffic sign tell you?"
- "What do you need to expect in this situation?"
- "Why do you think this traffic sign has been put here?"

- **Performance stage (Slide 46)**

A vital learning goal for the learner who has mastered the basic vehicle control skills is to develop his/her hazard perception and hazard management skills. That means that the learner needs to learn to understand how traffic situations develop, how other road users are likely to react or behave and what cues there are in the environment that help to predict where certain hazards may occur. Learning should focus here on the development of appropriate visual checking behaviour (where to look). A useful technique that you can apply in this context is the demonstration of commentary driving. As you drive through the road environment (with the learner as an observer in the passenger seat), you produce a verbal commentary of road users, road infrastructure and other objects that may present themselves as a hazard in your driving course. I will give you a demonstration.

- **Commentary driving (Slide 47)**

Demonstrate commentary driving with driving video in residential area.

Whilst commentary driving can be a really useful tool in helping learner identify potential sources of hazard in the environment it is also rather demanding and may interfere with the primary task, the driving. Therefore, you may only want to employ this technique when demonstrating to the learner rather than asking the learner to carry it out him/herself.

Cues for hazards include:

- Bus stops with a bus waiting at it
- Schools, nurseries

- Parked cars at the road side
- Parked vehicles with the hazard lights on

Learners should pay particular attention to vulnerable road users including:

- Older drivers
- Children
- Pedestrians
- Bicyclists
- Motorcyclists
- Horse riders.

Learner drivers frequently overestimate the predictability of other road users' behaviour and underestimate the occurrence of sudden, unexpected events such as a car suddenly braking in front or a pedestrian crossing a road without sufficiently checking that it is safe to do so. This can lead them to leaving insufficient safety margins such as appropriate distance to vehicles in the front or excessive speed. Reiterating the importance of safety margins and demonstrations of actual braking distances can be helpful to develop learners' insight in this respect.

• **Advanced stage (Slide 48)**

This last stage aims to give the learner experience of a wide range of driving situations in which to apply the skills he/she has acquired. Difficulties of driving in bad weather or at night can be experienced and discussed to ensure the learner has safe strategies to deal with them after the acquisition of the driving licence.

Now, that the driving skills have been developed to a highly competent level, you can encourage the learner to make autonomous driving decisions without any directions from you. For example, ask the learner to drive you to the post-office and decide what route to take. Alternatively, ask the learner to follow road signs to a destination. Both situations will require the learner to plan or follow a route independently as they would as solo drivers after licensure.

• **Structure of a lesson: Lesson preparation (Slide 49)**

Previously, we have focused on the learning to drive process and the gradual acquisition of driving skills. Now we want to shift our attention to planning individual driving lessons.

A training session can be divided into three parts, its preparation, its execution and the debrief at its end. Make sure that you allow sufficient time for each of these parts when planning.

At the preparation stage, you will greet the learner and together review the performance level achieved and tasks covered in the previous session. We will later on look at examples of driver records that can help you with this task.

Based on this review, the aims and objectives for the lesson are selected and agreed with the learner. We discussed that in adult learning it is important to

link new learning to previous knowledge and learning experiences, so you should explore by asking the learner questions about any relevant knowledge he/she may also have with regards to the task.

Make sure that it is clear to the learner what the assessment criteria for the task are, that is how his/her performance will be evaluated.

Finally, you need to select a learning environment or route that will provide learning opportunities for the learning aims you have selected and will be appropriate for the current skill level of the learner. We will look at that in more detail in a moment.

- **Structure of a lesson: Lesson execution (Slide 50)**

Once the overall aims and objectives are clear, explain the task to the learner and provide any information the learner may need to complete the task successfully. You may also demonstrate the execution of the driving skill component to the learner. One important way we learn is by observing models carrying out behaviours that we subsequently try to imitate. Finally, you need to supervise the learners' practise. As we discussed before, mistakes can teach us a lot about the task we are trying to carry out. Therefore, allow the learner to make mistakes, if these are not safety critical. This is likely to develop the learner's insight and a greater degree of ownership for the driving task.

Whilst the main debrief is at the end of the lesson, you will need to provide feedback throughout the lesson and highlight to the learner, what he is doing well and what he still needs to improve on.

Move to the next task, once the learner has mastered a task and ensure that you finish the lesson with something the learner has done well.

- **Structure of a lesson: Lesson debrief (Slide 51)**

We have already discussed the importance of feedback when we talked about coaching earlier in this course. At the end of the lesson, ask the learner to assess his/her performance before adding your own. Including the learner in the assessment will help developing a realistic view of their driving skills in relation to the demands of the driving task. It will also ensure that they are more engaged and actively involved in the learning process.

Then add your own feedback to theirs. To keep the learner motivated, you should start your feedback with something positive, followed by something they still need to improve, followed by another positive.

Discuss with the learner, if you both think that the learning objectives set at the beginning of the lesson have been reached. If you use some form of progress documentation (we will have a look at an example of these in a moment) complete this now. Finally, outline to the learner what the next training session is going to focus on.

- **Records of performance progress: Example GB 2003 (Slide 52)**

If you teach a large number of learners at any time, keeping track of their progress can be difficult. You may therefore want to think about using a form

of paper based progress documentation. This also has the benefit of clearly showing to the learner where he/she is in the process of learning to drive. A driver record can be a good argument where learner drivers push for being declared test-ready as it illustrates precisely which skills they have or have not yet acquired that they will competently need to demonstrate in the driving test. This slide shows an example so-called Driver Record for Great Britain, published by the Driving Standards Agency in 2003.

- **Records of performance progress: Example GB 2003 (Slide 53)**

This Driver Record allows driving instructors to record detailed lesson-by-lesson progress. It lists 24 key skills that must be acquired whilst learning to drive (e.g. use of speed, negotiating junctions, reversing and parking). Four of those key skills (other traffic, junctions, reversing, parking) are further sub-divided resulting in a total of 31 key skills. In each lesson the driving instructor rates the pupil's progress on each key skill on a scale of 1-5, listed on the Record as:

1. Introduced
2. Under full instruction
3. Prompted
4. Seldom prompted
5. Independent.

Four key skills (legal responsibilities, environmental issues, passengers and carrying loads) are knowledge-based and are thus rated on a scale of 1-3, where 1= introduced, 2= prompted, 3= independent.

The marks reflect the pupil's stage of learning for each skill. The record helps the instructor to follow the pupil's progress and plan what still needs to be covered during lessons to ensure pupils are well-prepared for the practical driving test. There are 35 columns on the sheet but if the pupil requires more than 35 driving lessons, further sheets can be printed off and added to the record.

Earlier on we discussed how crucially important practise and experience is to reduce the risk of accident involvement for novice drivers. Therefore it can be a good idea to encourage learner drivers to use a similar sheet when practising with friends or family.

- **Providing a safe learning environment (Slide 54)**

As the driving instructor you need to provide a safe learning environment for the trainee. This means that you need to monitor the learner's actions as well as the surrounding traffic. You need to anticipate the development of potentially dangerous situations on the road. It may mean that you have to verbally or physically (dual controls) intervene, if necessary.

In planning a lesson, you also need to select appropriate routes that will provide the learning opportunities and traffic situations that you want to address in the lesson, whilst not being too taxing for the learner at his/her level of ability. Be aware of any legal restrictions with regards to driver

training. For example, some countries do not permit training in areas of particular risk to vulnerable road users such as schools or nurseries.

- **Selection of appropriate road environments (Slide 55-57)**

Discuss how with increasing skills the learning environment should become more complex. Stress the importance of avoiding road environments that are too taxing as this may lead to increased nervousness on the learner's part.

Session 6: Vulnerable road users

Slide 58-64

- **Session 6: Vulnerable road users (Slide 58)**

This last session focuses on vulnerable road users groups that require the learners' particular attention. The aim is to increase the learners' awareness of these groups and to get him/her to understand that these road users may appear unexpected, may behave in an unexpected way and may require general caution.

- **Motorcyclists (Slide 59+60)**

Show graph based on motorcycle accident statistics from Great Britain that give the proportion of motorcycle accidents that involve different types of road users. A considerable proportion (18% of accidents) of these accidents do not involve any other vehicle involve just the motorcyclist which could be due to the motorcyclist losing control. However, the large majority of the accidents involve car drivers.

Activity (10 minutes):

Ask for participants' opinions on:

- *What causes these accidents to happen?*
- *Where/when these accidents happen?*
- *What learners need to know/do to avoid such accidents?*

Collect responses on flip chart

When considering the subset of accidents in which both car drivers and motorcyclists are involved research shows that these accidents usually occur in built-up areas. Motorcycle accidents in rural areas are usually single vehicle accidents (where no-one other than the motorcyclist is involved). Research shows that "car-motorcycle" collisions often happen because car drivers pull out in front of motorcyclist.

- **Cyclists (Slide 61+62)**

Raise the learners' awareness for cyclists and discuss points where cyclists can be expected and particular caution is required. Just like motorcyclists, they can be difficult to see at junctions. Show the learners how they should

always check your mirrors and blind spots (e.g. when changing lanes, pulling out of parking spaces and coming off roundabouts). A useful way of increasing awareness can be to ask the learner to imagine him/herself as a cyclist and to think about how it would make him/her feel if a car driver got too close.

- **Pedestrians (Slide 63)**

Pedestrians are another type of vulnerable road user. Again, when discussion with the learner it can be useful to ask him/her to take on the vulnerable road user's perspective and to think about the reasons why pedestrians may not always behave as expected.

- **Horse riders (Slide 64)**

When driving, the learner needs to:

- Give horse riders plenty of room
- Be prepared to stop
- Not sound his/her horn
- Drive past the horse slowly, keeping the engine noise low.

All of these factors can be related to showing patience and tolerance for horse riders.

Session 7: Summary, feedback & close

Slide 65

Review the day's content:

"Together we have:

- Identified current accident patterns in Northern Cyprus
- Looked at current developments in the area of driver training
- Familiarised ourselves with the current system for driver licensing in Northern Cyprus & likely future changes
- Looked at theory & practical test contents for cars & light vans, trucks15 / buses and motorcycles & driver competencies
- Explored what competencies make a good driving instructor
- Looked at different teaching methods & training techniques to maximise learning outcomes
- Looked at how to structure a lesson including preparation, execution & feedback
- Looked at vulnerable road users.

Invite each participant to say one thing they have learned which has been useful.