

## **Driving instructor training**

**Time:** 15 hours, including arrival, departure and breaks.

**Participants:** 12 for Day 1, 6 for Day 2

### **Aim:**

To share good practice in driver training & 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 the country.

### **Objectives:**

By participating in this discussion learner drivers will:

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

### **Additional objectives:**

For participants to feel comfortable and confident in the training; to enjoy themselves; to feel the training has been useful.

**Infrastructure requirements:**

- Room large enough to accommodate circle of chairs for participants
- Access to laptop, Power point projector, flip charts and pens
- Two 'work stations' (tables and five chairs widely separated from each other)
- Area for refreshments, not too far from toilet and other facilities.

**Resources to be used:**

1. Powerpoint presentation
2. Handouts of the presentation with room for comments
3. Handouts for individual exercises

Task	Time allowed	Content	Participant activity	Objective/ <i>group process</i>
<b>Session 0:</b> Formal introduction and welcome	<b>10 min</b>	<p><b>Introduce yourself &amp; ask any other non participants to do same</b></p> <ul style="list-style-type: none"> <li>• First name on sticker- it helps us get to know you, presenters do same</li> <li>• Fire escapes / toilets</li> <li>• Coffee breaks / lunch break</li> </ul> <p><b>“There will be a lot of discussion throughout the course of the day”</b></p> <ul style="list-style-type: none"> <li>• Written answers: <ul style="list-style-type: none"> <li>– Don’t worry- you get to keep the answer sheets</li> <li>– Also get a copy of the slides (distribute at the end of the day)</li> </ul> </li> <li>• Spoken answers: <ul style="list-style-type: none"> <li>– Anything said by another member of group <ul style="list-style-type: none"> <li>– please keep it inside the room - confidentiality</li> </ul> </li> <li>– Anything said by presenters – please pass it on if you know someone who may benefit</li> </ul> </li> </ul>		Help participants feel at ease. [ <i>Forming the group</i> ]
Getting to know each other	<b>30 min</b>	<p><b>Get to know the group...</b></p> <p>Write on flipchart:</p> <ul style="list-style-type: none"> <li>• <b>First name</b></li> <li>• <b>How long have you worked as a driving</b></li> </ul>	Divide group into pairs; ask each pair to ask their partner questions on the flipchart	Help participants to get to know one & to get them used to talking in front of the group as their

		<b>instructor?</b> <ul style="list-style-type: none"> <li>• <b>What do you find challenging about your job? What do you find is fun about it?</b></li> </ul>	Ask each participant to introduce partner to group using the information obtained in conversation	contribution to discussions during the day is vital <i>[Forming the group]</i>
Present aim, objectives and content of the course	<b>30 min</b>	<b>Course aim (Slide 2)</b> To share good practice in driver training & 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 the country.  <b>Course objectives (Slide 3)</b> <ol style="list-style-type: none"> <li>1. Be able to identify current accident patterns in Northern Cyprus</li> <li>2. Be familiar with recent developments in driver training, including the GDE matrix</li> <li>3. Be familiar with the process and system for driver licensing in Northern Cyprus and likely future developments</li> <li>4. Be able to outline theory &amp; practical test contents for cars &amp; light vans, trucks/ buses &amp; motorcycles according Directive 126/EC</li> <li>5. Know the competencies that make a good driving instructor</li> <li>6. Know and use different teaching methods &amp; training techniques to maximise learning outcomes</li> <li>7. Structure a lesson, including preparation, execution &amp; feedback</li> </ol>	Ask participants if any aims/objectives they would like to see are missing	Know why they are attending the training course & its main purpose. <i>[Forming the group]</i>



		<p>Show slide depicting WHO statistics (slide 12) that show road traffic accidents to be the second biggest cause of death for 15-29 year olds. Explain impact of inexperience, misperception of skill/risk, exposure to high risk situations &amp; additional motives as reasons for young driver accidents &amp; compare to the factors that have been named by group participants</p> <p>Discuss with participants that inexperience of solo driving is an important reason for the increase accident risk; slide 13 shows that for British novice drivers, accident rates reduce significantly over the first 6 months of licensure compared to accompanied driving for which accident rates are low throughout. Explain that research also shows that novice drivers' confidence is typically highest right after licensure.</p>	accident involvement & collect on flip-chart	
<b>Session 2:</b> Aims of driver training & current developments	<b>5 mins</b>	<p><b>Group exercise (Slide 17): What behaviours would have been necessary to avoid these accidents in Northern Cyprus?</b></p> <p>Compare answers to list of characteristics of a safe driver as developed by learner driver discussion workshop (Slide 18). Ideally the two lists should overlap.</p>	Allow group 5 mins to develop skills required to avoid accidents before collecting answer on flip-board	Encourage participants to think of accident involvement as a reflection of training need & alert them to the fact that most of them are not just skills based; produce

	<b>20 min</b>	<p><b>The aim of driver training (Slide 19):</b>  Discuss with participants that the role of driver training is to equip the learner with the necessary skills, knowledge &amp; attitudes to become a safe driver. Acknowledge that the learners' interest is to pass their test as quickly as possible and that this aim is in contradiction with the aim of producing safe drivers.</p>	<p><i>Ask participants for experiences of pressure from learners to keep the training as short as possible. Encourage participants to share good strategies for dealing with such demands.</i></p>	a definition of a safe driver agreed by the group
	<b>15 mins</b>	<p><b>Models of the driving task (Slide 20):</b>  Explain to participants that research has found no demonstrable superiority of professional tuition to driving under lay instruction in traditional driver training. This has led to the developments of extended models of the driving tasks that take lifestyle factors &amp; driving goals into account.</p> <p>The GDE matrix (<b>Slide 21</b>) usefully displays the knowledge, skills &amp; attitudes required by a driver on each of the level &amp; also outlines risk increasing factors on each of the levels. Its development has led many European countries to push for an expansion of training efforts (<b>Slide 22</b>) to cover higher levels of the</p>		Objective 2

		matrix in addition to the traditional focus on vehicle control & manoeuvring.		
Break	15 mins			
<b>Session 3</b> Overview of the current system & future developments	100 mins	<b>The current licensing system in Northern Cyprus &amp; future developments</b> <b>Slides 24-27</b> outline the current licensing arrangements in Northern Cyprus. <b>Slide 28</b> shows the EU vehicle classification system & the associated theory & practical test criteria.  <b>Slide 29</b> combines these test requirements into a list of driver competences that can form the basis for associated training curricula. <b>Slide 30</b> illustrates a multiple choice test approach taken by several EU countries for conducting the theory test.	<i>Give participants copies of the theory &amp; practical test contents &amp; ask them to compare them to current requirements (10 mins)</i>  <i>Give participants copies of the road sign &amp; traffic rules multiple choice test as a way of self-assessing their current knowledge (50 mins)</i>	Objective 3  Objective 4
Lunch break	60 mins			





	<p>acquisition to the instructor's support of the learning process, his tasks and roles become for each step become clear.</p> <p><b>40 mins</b></p> <p><b>Stages of learning to drive</b>  Relate this to models of the learning to drive process (<b>Slide 42</b>) as for example, used in Germany. Whilst the basic level targets vehicle control &amp; manoeuvring skills, higher levels skills (e.g. route planning, driving in situations that typically pose a risk to novice drivers) are addressed at the advanced level.  Show further detail on how the driving task is broken down into its components using the basic stage as an example (<b>Slide 43</b>). Explain how curriculum contents need to be translated into learning goals that can be used to guide the planning of individual lessons.  Outline development towards complex manoeuvres in the advanced stage of driving and the focus on the interaction with other road users in the performance stage (<b>Slide 44</b>).  Explain that knowledge of the rules of the road and road signs become important at this stage when the learner moves towards interaction with other road users (<b>Slide 45</b>).  Describe the importance of hazard perception skills when driving in road traffic (<b>Slide 46</b>) &amp; give an example of commentary driving (<b>Slide 47</b>).  Outline the learning opportunities &amp; task at the</p>	<p><i>name examples of skill components in the early stages of learning to drive</i></p>	<p>Objective 6</p>
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	<p>advanced driving level (<b>Slide 48</b>).</p> <p><b>60 mins Lesson planning</b></p> <p>Show the structure of a driving lesson (<b>Slide 49</b>), including:</p> <ul style="list-style-type: none"> <li>• Lesson preparation</li> <li>• Lesson execution</li> <li>• Lesson debrief</li> </ul> <p>Explain the activities that form part of each stage.</p> <p>Illustrate (<b>Slide 41-51</b>) the instructor's tasks at each stage of the lesson pointing out that with increasing progress of the learner, less guidance by the instructor should be aimed for; learners should be led towards independent driving. Point out that in explaining aspects of the driving task, instructors may want to use sketches or pictorial material to facilitate the learner's understanding.</p> <p>Show the example of the Driver Record (DSA, 2003) to illustrate a way of visualising and documenting a learner's progression (<b>Slide 52+53</b>). The record lists the competencies a learner needs to be able to demonstrate independently before he/she she presents for the driving test.</p> <p>Explain that participants may want to consider developing similar records for the training of learners of different vehicle types.</p> <p>Address the instructor's responsibility in providing a safe learning environment, the need for continuous observation of surrounding traffic</p>		Objective 7
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		<p>&amp; the need to select road environments appropriate to the learner's level of ability as well as the learning goals selected for the lesson (<b>Slide 54</b>). Discuss the gradual increase in difficulty associated with the learner's progression through the learning to drive stages (<b>Slide 55-57</b>).</p>		
<p><b>Session 6:</b> Vulnerable road users</p>	<p><b>20 mins</b></p>	<p><b>Vulnerable road users</b> Introduce the groups that need the learner's particular attention in traffic, including:</p> <ul style="list-style-type: none"> <li>• Motorcyclists</li> <li>• Bicyclists</li> <li>• Pedestrians</li> <li>• Horse riders</li> </ul> <p>Discuss motorcycle accident statistics that suggesting that collisions with cars present the most frequent accident type.</p> <p>Discuss the usefulness of asking the learner to</p>	<p><i>Ask participants:</i></p> <ul style="list-style-type: none"> <li>• <i>What causes these accidents to happen?</i></li> <li>• <i>Where they think accidents happen?</i></li> <li>• <i>What learners need to know/do to avoid such accidents?</i></li> </ul> <p><i>Collect responses on flipchart</i></p>	<p>Objective 8</p>

		put him/herself into the vulnerable road users shoes and how inconsiderate driving may impact on these groups. Discuss necessary behaviours to deal with vulnerable road users safely.		
Summary	<b>10 mins</b>	<p><b>Summary and review (Slide 65)</b> Review the day's content:</p> <p>"Together we have:</p> <ul style="list-style-type: none"> <li>• Identified current accident patterns in Northern Cyprus</li> <li>• Looked at current developments in the area of driver training</li> <li>• Familiarised ourselves with the current system for driver licensing in Northern Cyprus &amp; likely future changes</li> <li>• Looked at theory &amp; practical test contents for cars &amp; light vans, trucks<sup>15</sup> / buses and motorcycles &amp; driver competencies</li> <li>• Explored what competencies make a good driving instructor</li> <li>• Looked at different teaching methods &amp; training techniques to maximise learning outcomes</li> <li>• Looked at how to structure a lesson including preparation, execution &amp; feedback</li> <li>• Looked at vulnerable road users</li> </ul>		<i>[Review and reflect]</i>
Feedback and close	<b>10 minutes</b>		<i>Invite each participant to say one thing they have learned which has been useful.</i>	<i>[Closing the group]</i>

		Thank the participants for their contribution to the discussion.		
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