



A training programme for driving instructors

Aims
<ul style="list-style-type: none">Share good practice in driver training & build train the trainer capacities to encourage the adoption of high standards of training across Northern CyprusThrough improved quality of driver training, ultimately contribute to the reduction of road accidents in Northern Cyprus

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Course objectives

- 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 & system for driver licensing in Northern Cyprus & 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

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Day 1 : Classroom based training

- 0 Overview of the programme, housekeeping & introductions
- 1 Road safety trends in Northern Cyprus
- 2 Aims of driver training and current developments
- 3 The current system and future changes
- 4 Competencies of a good instructor & coaching skills
- 5 Planning and structuring lessons
- 6 Vulnerable road users
- 7 Closing session

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Day 2 : In vehicle training

- 0 Recap of the previous day
- 1 Planning a lesson
- 2 Going out in the vehicle & implementing the lesson
- 3 Feedback round
- 4 Closing session

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Session 1: Road safety trends in Northern Cyprus

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ACTIVITY: GROUP DISCUSSION

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 & trends relevant for training?

Why is accident data useful for delivering training?

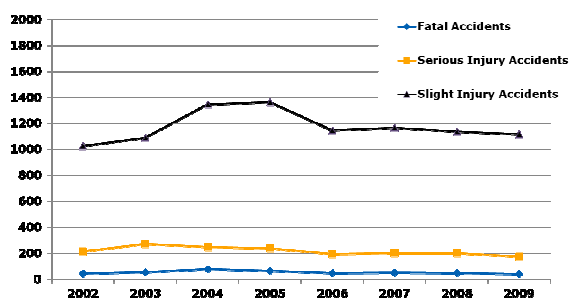
Training....

- Provides a picture of who is at risk & what the causations factors are
- Enables you to tailor your tuition to cover specific areas
- Identifies training areas that need to be further developed in training curricula & testing



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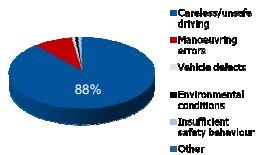
Accident trends in Northern Cyprus



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Accident causation factors in Northern Cyprus

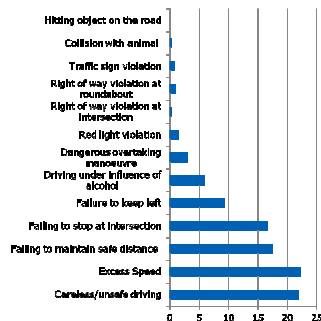
Proportion of accident causation factors in all severity accidents between 2002 and 2010



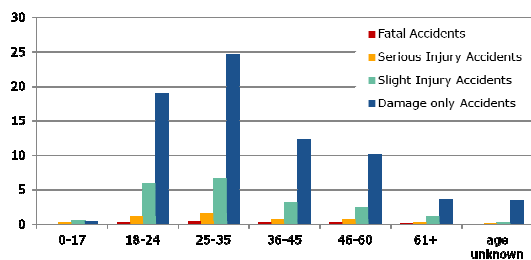
Careless or unsafe driving clearly present the greatest challenge.

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Further break-down of the category "careless/ unsafe" driving



Accident involvement by age in Northern Cyprus



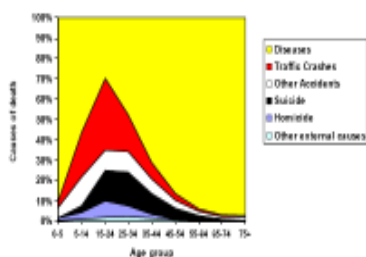
Percentage of accidents by severity and age group (data 2002-10)

Why do you think drivers between 18-35 years are more likely to be involved in an accident?

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Is this unique to Northern Cyprus?

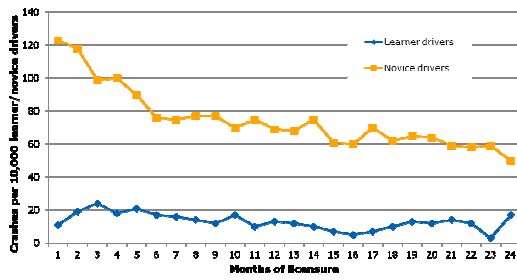
- Over-representation of young drivers in accidents in many countries
- Worldwide, in 2002, traffic accidents were the second greatest single cause of death for persons aged 15-29
- Research suggests that inexperience, poor self-assessment & high exposure to dangerous driving situations play a role



Source: WHO mortality database

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Crash rates for learners & novice drivers over 24 months



Source: Mayhew et al., 2003

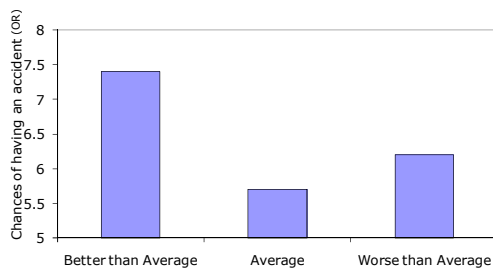
Driver confidence

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

Driver confidence

How do you compare your driving with others?





Session 2: Aims of driver training & current developments

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What behaviours needed to avoid NC accidents?

Description of accident causation factor	Percent
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

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A safe driver is someone who:

- ☐ Is not easily distracted
- ☐ Looks and plans ahead
- ☐ Reads the road
- ☐ Plans the route to the destination
- ☐ Allows other road users to make mistakes
- ☐ Behaves predictably for other road users
- ☐ Adjusts speed to road conditions

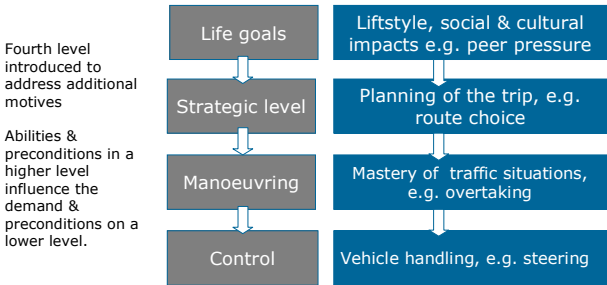
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Aims of driver training

Training	Characteristics of a safe driver
<ul style="list-style-type: none">Aims to create a safe driver by equipping the learner with the necessary<ul style="list-style-type: none">SkillsKnowledgeAttitudes.Should not merely focus on helping learners to pass their test , even if there is pressure from the learner to do so	<ul style="list-style-type: none">A safe driver realises that their attitude can affect their driving; that being too confident in their abilities can get them into troubleA safe driver does not rely on their reactions to get them out of trouble but avoids getting into trouble in the first place

Models of the driving task

Taxonomies of the driving task



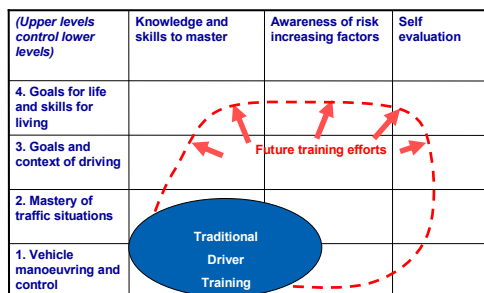
Hatakka, Keskinen, Gregerson, Glad & Hernetkosi, 2001

New developments in training: The GDE matrix

GDE matrix: essential elements of driver training			
	Knowledge & Skills	Risk-increasing factors	Self-evaluation
IV. Goals for life and skills for living	Lifestyle, age, group, culture, social position, etc., vs driving behaviour	Security-seeking Risk-acceptance Group norms Peer pressure	Introspective competence Own preconditions Impulse control
III. Goals and context of driving	Modal choice Choice of time Role of motives Route planning	Alcohol, fatigue Low friction Rush hours Young passengers	Own motives influencing choices Self-critical thinking
II. Mastery of traffic situations	Traffic rules Co-operation Hazard perception Automatization	Disobeying rules Following too closely Low friction Vulnerable road users	Calibration of driving skills Own driving style
I. Vehicle manoeuvring	Cue functioning Protection systems Vehicle control Physical laws	No seatbelts Breakdown of vehicle systems Worn-out tyres	Calibration of car-control skills

Hatakka, Keskinen, Gregerson, Glad & Hernetkosi, 2001

New developments in driver training



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

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Current requirements

For driving instructors

- Minimum high school diploma
- Age 25-60
- Minimum of 5 years holding the driving licence of the vehicle category that the training is for
- No criminal record or driving disqualifications
- Pass exam set by the commission

For driving examiners

- Minimum high school graduate degree
- Holding all licence categories
- Pass exam set by Public Service Commission
- Maximum age 60

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Current system for licence applications

- Complete form for Ministry of Finance, including information on:
 - Legal reasons to prohibit licence acquisition
 - Previous revocation of a driving licence by the police
 - Illness relevant to safe driving, amongst others loss of conscience, epilepsy, missing (use of) limbs
 - Ability to read a number plate (6 digits) from 23 m distance
 - Penalty points
 - Third party insurance cover
- Licence test includes oral theory test (no format prescribed, no records required) & practical test
- Once theory test has been passed, learner can practise with accompanying driver if an "L" plate is displayed



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Contents of the practical driving test (all vehicle types)

- Know the rules of the road, traffic signs & vehicle safety
- Mirror adjustment, handbrake check, gear position check before starting the engine
- Smoothly control clutch, accelerator, transmission, foot & hand brake
- Checking rear mirror, look over shoulder, indicate before moving off
- Perform an emergency brake
- Safe positioning on the road (mindful of other road users), lane discipline, changing lanes with prior checking & indicating
- Speed choice
- Reversing
- Parking



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Current vehicle classification system Northern Cyprus

Category	Vehicle category description	Min. - max. age	Experience	Can also drive	Min. practical training before test
A	Passenger transport vehicles for more than 21 passengers	21 - 60	Minimum of 2 years B or D	B, C, D, E, G	-
B	Heavy trucks & motor vehicles exceeding 2032kg gross vehicle weight	21-60		E, G	-
C	Passenger transport vehicles for more than 8 but fewer than 22 passengers	21-60	Minimum of 2 years B or D	D, E	-
D	Pick-up trucks, vehicles with fewer than 8 passengers & vehicles with a gross vehicle weight of less than 2032 kg	18			10 sessions (8 during daytime, 2 after dark)
E	Motored tractor with air-filled tyres				
F	Motored tractors moving over track				
G	Road cylinder				
H	Motorcycle			I, J	
I	Motor powered tri-cycle				
J	Motor powered bicycle				
K	Other vehicles				

But: Harmonisation with EU categories to be expected

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EU vehicle classification system

A		> 50 cm ³ > 45 km/h (at max. 25 km/h - 0.5 km/h / kg)
A1		max. 125 cm ³ max. 19 km/h 10 < max. 80 km/h < 18
B		max. 3.5 t max. 8+1 max. < 750 kg
BE		max. < 750 kg
C1		> 3.5t, < 7.5t max. 8+1 max. < 750 kg
C1E		max. < 750 kg
C		max. < 750 kg
CE		max. < 750 kg
D1		max. < 750 kg max. 8+1 max. < 12
D1E		max. < 750 kg max. 8+1 max. < 12
D		max. < 750 kg
DE		max. < 750 kg

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Directive 2006/126/EC

- Training curricula not prescribed by the Directive but covered through prescription of test contents
- Directive prescribes a theory & practical test; the theory test must be passed to be entitled to take the practical test
- Acquisition of Category B licence prerequisite for acquisition of heavier vehicle categories
- Minimum age for full B licence 18 years
- Provision licence for accompanied driving from 17 years in UK, Germany, Iceland, Ireland & Hungary


Driver competencies (based on Directive 126 EC)

- Legal requirements/ responsibilities**
 - Accompanied driving & licence requirements
 - Health & eye-sight requirements
 - Vehicle registration, condition, checks, insurance, tax
 - Rules of the road, road signs & markings, road types & speed limits
 - Impairment factors (alcohol, drugs, fatigue, distraction)
 - Dealing with accidents
 - Security
- Safety checks**
 - POWER (petrol, oil, water, electrics, rubber)
- Cockpit checks**
 - Seat, head restraint, seat belt, mirrors, doors, handbrake
- Vehicle controls**
 - Accelerator, clutch, foot brake
 - Steering wheel, hand brake, gears, indicators, horn, wipers
 - Lights: hazard, side, head, fog, braking, reversing, reflectors
 - Warning lights, instrument panel, ADAS (e.g. EPS)
- Defensive driving**
 - Considerate, tolerant attitude in traffic
 - Vulnerable road users (children, pedestrians, (motor)cyclists, horse riders)
- Moving off/stopping**
- Safe Positioning**
- Perception, judgement & decision making**
 - Hazard perception, scanning, checking over shoulder
 - Using interior & exterior mirrors
 - Use of signals, including indicators, hand signals
- Speed & distance**
 - Stopping distances in different weather conditions
 - Road surface in different weather conditions
 - Emergency stop
- Turning the vehicle**
- Parking**
- Reversing**
- Turning left/ right/ changing lanes**
- Merging/exiting motorways**
- Overtaking/ passing**
- Special road features, e.g. roundabouts, bus stops, pedestrian crossings**
- Risks associated with weather & darkness**
- Environmental issues**
- Towing a trailer & vehicle load**


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Multiple choice approach to Theory Testing


Please select which letter is most accurate. There is only one correct answer.



- A. A series of bends
- B. Double bend
- C. Double bend, first left then right
- D. End of contra flow – return to other carriageway



- A. End of speed limit
- B. No waiting
- C. No stopping
- D. No entry



- A. Direction to Hospital
- B. Ahead only
- C. One way traffic
- D. Diverted traffic

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Session 4: Competencies of a good instructor & coaching skills

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What competencies make a good instructor?

Personal attributes

- Ability to get on & work with (young) people
- Good interpersonal & communication skills
- Patience & understanding

Skills

- Good driving skills & ability to model good driving at all times
- Possess confidence, appearance of competence & leadership
- Engage learners irrespective of their differing needs & motivations
- Listen to the learner & select teaching techniques best suited to the learning goal
- Deliver clear, concise & constructive messages that do not alienate the learner
- Turn mistakes & misconceptions into learning opportunities & motivate learners
- Encourage participants to adopt self-analytical techniques & reflection
- Display a calm & relaxed attitude in lessons
- Understand adult learning

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Adult learning

- Adult learners:
 - Are not beginners & will link new learning to their existing life experience
 - Already possess their own unique collection of values & belief structures; furthermore, that cognitive, personality or socioeconomic factors can impact an adult's ability to learn
 - Have varying & complex levels of motivation;
 - Will possess expectations & preconceptions about training content & relevance;
 - Will have competing interests & concerns from other areas of their lives, encroaching on the learning process;
 - Will already have highly reinforced patterns of learning.
- As far as possible, adult learning should:
 - Be purposeful learning; its goals should be clear & relevant
 - Be built upon past knowledge, skills and experience
 - Take place in an environment of respect



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Coaching

▪ *"Coaching is a learner-centred method that engages body, mind and emotions to develop inner and outer awareness & responsibility with an equal relationship between the learner & coach."* (Bartl et al., 2010)

▪ In coaching teacher/coach and learner form a partnership in which the coach, through observation, questioning & feedback, encourages the learner to be himself, identify goals, reflect on his experience and develop strategies to meet his driving goals in the future



Coaching techniques

- Demonstrate you are listening: lightly nod, rephrase sentences, repeat main ideas, look at the person, do not cut-off what they say even if you think you know what they will say
- Develop learners' analytical skills: Don't tell learners they have done something wrong. Instead ask non-judgemental questions such as **"What do you think happened back there?"**
- Ask learners to assess their performance themselves before providing your feedback to help building their self-evaluation skills
- Focus on the specific behaviour or situation that was a problem rather than directing criticism at the driver's general ability to drive
- Provide feedback starting with a positive (what the learner has done well), followed by something that needs to improve (what the learner has to improve), followed by another positive

Questions in coaching

Questions should ...

- follow the interest of the learner & use their words
- start broadly & then increasingly focus on detail
- be clear, 'open questions' (what, when, where, who, etc) that require attention & thought
- focus on the senses, emotions, attitudes, goals & motives as well as cognitive factors (knowledge, habits)
- relate current experience to prior experiences

Example questions

- "What is your main concern today?"
- "Have you done this before? How did it go?"
- "What do you need to know to do this?"
- "What do you need to watch out for in this situation?"
- "What did you do well?"
- "What can you hear/see/feel?"
- "What could you do in the future to avoid such a situation?"

Characteristics of a good coach

Christie, Harrison & Johnson (Christie 2004) suggest that a good coach:

- Allows the learner to develop skills through practice & experience under guidance & feedback.
- Ignore the small mistakes unless they are a clear safety risk.
- Avoid being an expert & focus on the shared learning environment.
- Allow the new driver to make navigation & route decisions.
- See their role as a mentor.
- Believe that safe driving skills develop through practice and experience.

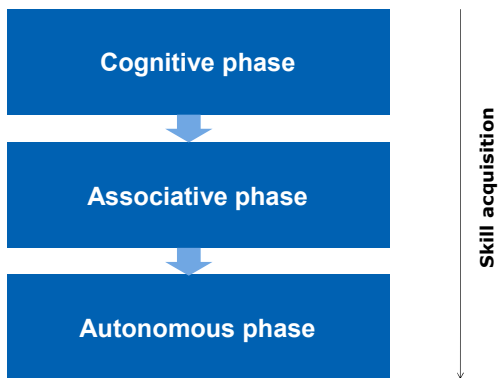
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Session 5: Planning & structuring lessons

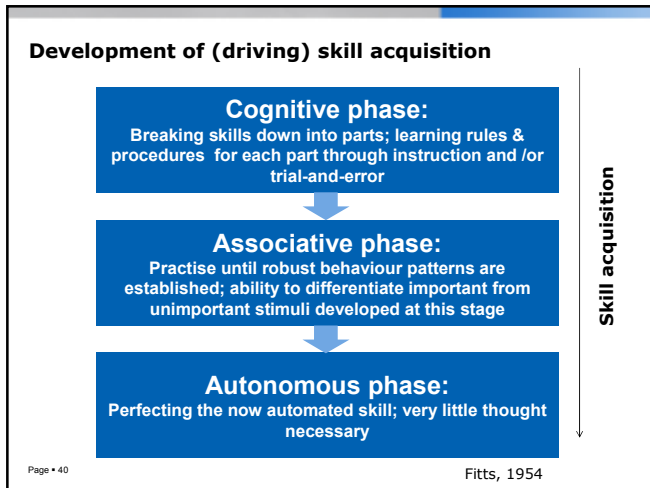
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Development of (driving) skill acquisition



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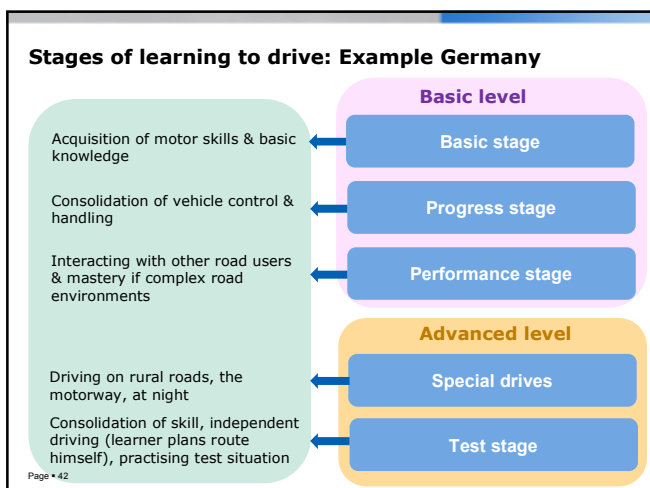
Fitts, 1954



Instructor tasks

- Breaking down the driving task into manageable components
- To select appropriate learning goals, tasks & methods for each training session
- To start simple & gradually build up difficulty once the learner has mastered a component successfully
- To lead the learner towards independent driving
- To develop a realistic self-perception of driving skills in the learner at all times throughout the learning to drive process
- To ensure all driver competencies have been sufficiently developed in the training process

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Basic stage

Training contents:

1. Getting into the car
2. Adjusting the seat/headrest
3. Adjusting the mirror
4. Using the safety belt
5. Correct hold of the steering wheel
6. Using the pedals
7. Using the gear stick
8. Starting the vehicle
9. Driving off in 1st gear
10. Acc/Deceleration & changing into 2nd, 3rd, 4th, 5th gear

Learning goals:

Observe traffic when getting into the car; be able to operate vehicle lock, close doors properly

Recognise the importance of correct seat position, be able to adjust seat & mirrors correctly; be aware of blind spots & know how to check looking over the shoulder to correct for this

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Advanced stage

Acquisition of motor skills & basic knowledge

Consolidation of vehicle control & handling

Interacting with other road users & mastery of complex road environments

Driving on rural roads, the motorway, at night

Consolidation of skill, independent driving (learner plans route himself), practising test situation

Basic level

Basic stage

Progress stage

Performance stage

Advanced level

Special drives

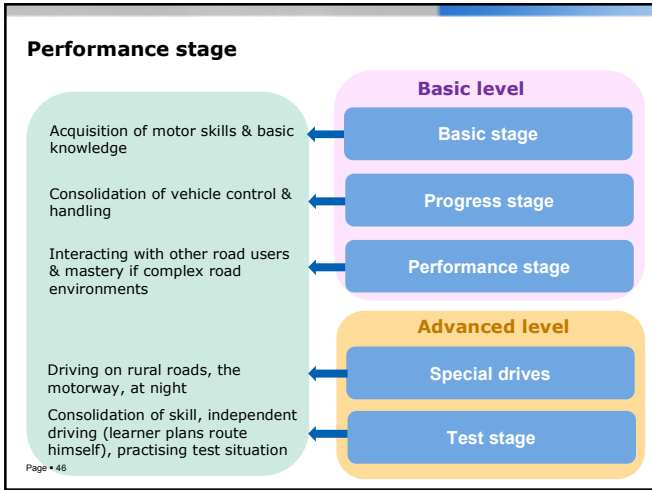
Test stage

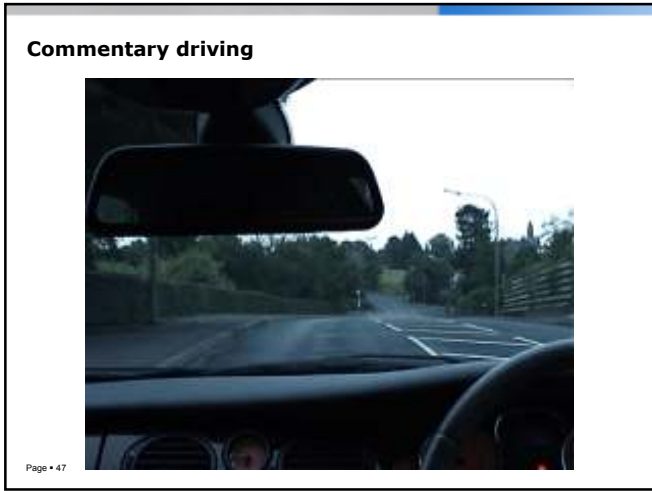
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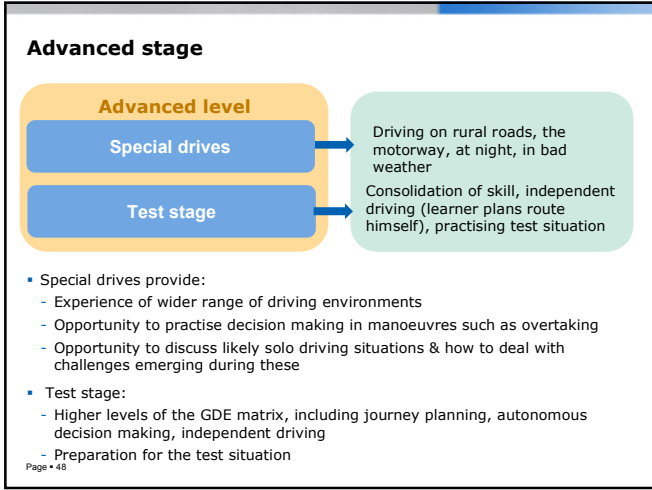
Understanding the rules of the road

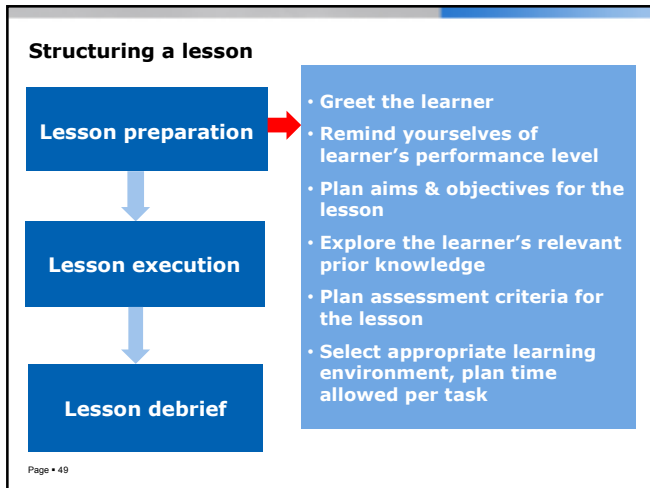


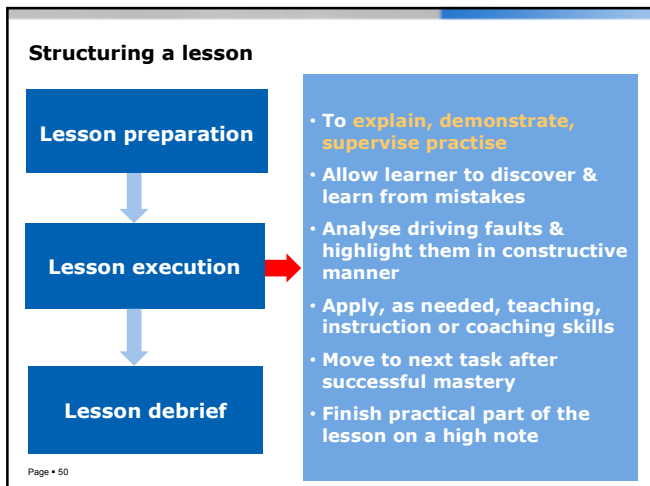
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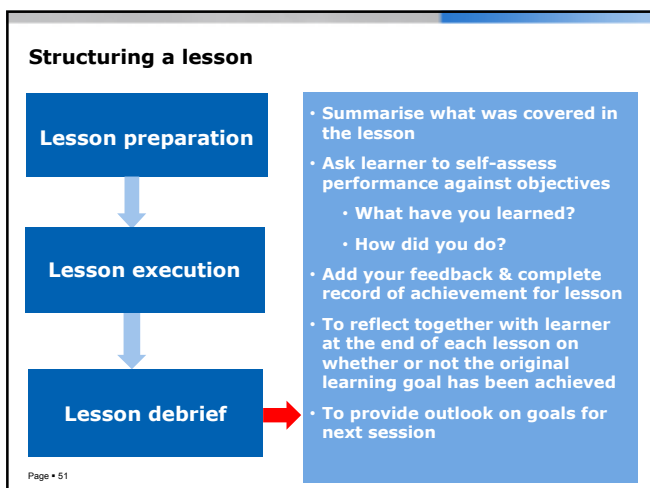












Records of performance progress: Example GB 2003

COMPETENCIES		Notes	
<p>GENERAL COMPETENCIES</p> <p>1. Communication skills</p> <p>2. Teamwork</p> <p>3. Problem solving</p> <p>4. Decision making</p> <p>5. Time management</p> <p>6. Self-management</p> <p>7. Learning skills</p> <p>8. Information skills</p> <p>9. Numerical skills</p> <p>10. Language skills</p> <p>11. Cultural awareness</p> <p>12. Health and safety</p> <p>13. Environmental awareness</p> <p>14. Quality management</p> <p>15. Customer service</p> <p>16. Innovation and creativity</p> <p>17. Leadership</p> <p>18. Management</p> <p>19. Project management</p> <p>20. Risk management</p> <p>21. Financial management</p> <p>22. Human resources management</p> <p>23. Marketing management</p> <p>24. Operations management</p> <p>25. Procurement management</p> <p>26. Logistics management</p> <p>27. Information technology management</p> <p>28. Research and development</p> <p>29. Quality assurance</p> <p>30. Quality control</p> <p>31. Quality improvement</p> <p>32. Quality management system</p> <p>33. Quality management standard</p> <p>34. Quality management system standard</p> <p>35. Quality management system standard</p> <p>36. Quality management system standard</p> <p>37. Quality management system standard</p> <p>38. Quality management system standard</p> <p>39. Quality management system standard</p> <p>40. Quality management system standard</p> <p>41. Quality management system standard</p> <p>42. Quality management system standard</p> <p>43. Quality management system standard</p> <p>44. Quality management system standard</p> <p>45. Quality management system standard</p> <p>46. Quality management system standard</p> <p>47. Quality management system standard</p> <p>48. Quality management system standard</p> <p>49. Quality management system standard</p> <p>50. Quality management system standard</p> <p>51. Quality management system standard</p> <p>52. Quality management system standard</p> <p>53. Quality management system standard</p> <p>54. 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Quality management system standard</p> <p>97. Quality management system standard</p> <p>98. Quality management system standard</p> <p>99. Quality management system standard</p> <p>100. Quality management system standard</p>	<p>PERSONAL COMPETENCIES</p> <p>1. Self-awareness</p> <p>2. Self-management</p> <p>3. Self-actualization</p> <p>4. Self-education</p> <p>5. Self-improvement</p> <p>6. Self-motivation</p> <p>7. Self-direction</p> <p>8. Self-discipline</p> <p>9. Self-control</p> <p>10. Self-reliance</p> <p>11. Self-confidence</p> <p>12. Self-esteem</p> <p>13. Self-respect</p> <p>14. Self-responsibility</p> <p>15. Self-assertiveness</p> <p>16. Self-assertion</p> <p>17. Self-assertion</p> <p>18. Self-assertion</p> <p>19. Self-assertion</p> <p>20. Self-assertion</p> <p>21. Self-assertion</p> <p>22. Self-assertion</p> <p>23. Self-assertion</p> <p>24. Self-assertion</p> <p>25. Self-assertion</p> <p>26. Self-assertion</p> <p>27. Self-assertion</p> <p>28. Self-assertion</p> <p>29. 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Environmental awareness</p> <p>3. Quality management</p> <p>4. Customer service</p> <p>5. Innovation and creativity</p> <p>6. Leadership</p> <p>7. Management</p> <p>8. Project management</p> <p>9. Risk management</p> <p>10. Financial management</p> <p>11. Human resources management</p> <p>12. Marketing management</p> <p>13. Operations management</p>

[illegible]

Records of performance progress: Example GB 2003

Safety monitoring	Selection of routes
<ul style="list-style-type: none">As the driving instructor you need to monitor the overall traffic situation continuously, assessing risks to:<ul style="list-style-type: none">The learnerOther road usersAnticipate likely developments of traffic situations<ul style="list-style-type: none">Give directions/ instructions clearly & in good timeBe prepared to take control of the driving process when necessary	<ul style="list-style-type: none">As the driving instructor you need to select training routes depending on:<ul style="list-style-type: none">The aims & objectives of the lessonThe learner's ability & stage of skill acquisitionThe length of the training sessionHazards & road features you may want to address in the lessonPossible legal restrictions

Basic & progress level

- If available, use a training track, separate from public roads
- Alternatively, select quiet road environment with low traffic densities
- If possible, include upwards & downwards gradients
- Ensure road environment allows training of basic manoeuvres such as:
 - Starting, moving off
 - Accelerating through the gears
 - Braking & stopping
 - Turning left/right
 - Following bends in the road
 - Parking, reversing



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Progress/performance stage

- Select roads that allow:
 - Further practice of manoeuvring on the plain & uphill/downhill
 - Turning manoeuvres
 - Interaction with other road users
 - Hazard perception training
 - Selection of appropriate speeds
- Road features should include a variety of:
 - Junctions featuring traffic lights or give way signs
 - Roundabouts
 - Pedestrian crossings



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Advanced stage

- Select routes that cover:
 - A variety of road types (urban, residential, motorway)
 - Different speed limits & varying numbers of lanes
 - A variety of road features, e.g. pedestrian crosses, bus stops, railway crossing, one way streets
 - Varying traffic densities
- Select routes that:
 - Enable independent driving exercises
 - Allow navigation exercises
 - Require the driver to make decisions



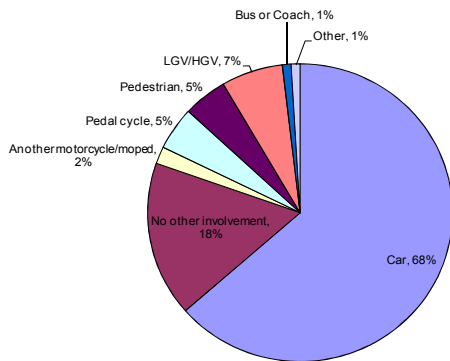
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Session 6: Vulnerable road users

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MOTORCYCLISTS' ACCIDENTS



Motorcyclists

- Car – Motorcycle Collisions
 - These accidents usually occur in urban areas (e.g. at junctions / roundabouts)
 - Cars pulling out in front of motorcyclists is the main cause of these accidents (in more than half of cases)
- Why does this happen?



Cyclists



CYCLISTS

How can you help cyclists?

Expect and look out for cyclists

They can be difficult to see, especially at junctions

Always check mirrors and blind spots

- Changing lanes
- Pulling out of parking spaces
- Coming off roundabouts



Leave plenty of room

- When overtaking
- When following

Do not overtake and then turn left shortly afterwards

Pedestrians



HORSE RIDERS

How can you help horse riders?

Give horse riders plenty of room

- When overtaking
- When behind a horse

Be prepared to stop if necessary

Do NOT sound your horn

Drive slowly past horses
Keep engine noise low





Session 7: Summary & feedback

Training programme for driving instructors in Northern Cyprus

Presented by Britta Lang
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