

Consultation on Graduated Driver Licensing and changes to the Practical Driving Test



An Agency within the Department for

Infrastructure

Gníomhaireacht laistigh den Roinn

Bonneagair

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This document is available in a range of formats please contact us with your requirements.

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Contents

| | |
|---|----|
| Permanent Secretary's Foreword..... | 5 |
| Executive Summary | 6 |
| Introduction | 6 |
| Who should read this paper?..... | 7 |
| How to respond | 7 |
| Freedom of Information | 8 |
| Impact assessments..... | 9 |
| What will happen next? | 9 |
| Graduated Driver Licensing | 10 |
| Exemptions from the Mandatory Minimum Learning Period..... | 11 |
| Proposal: Carers | 11 |
| Proposal: Members of the Armed Forces | 12 |
| Exemption from completing a logbook..... | 13 |
| Motorway driving | 14 |
| Motorway riding..... | 15 |
| Transitional Arrangements | 16 |
| New plating arrangements..... | 16 |
| Proposal: Two part post-test plate | 17 |
| Proposal: Post-test plate colours | 19 |
| Exemption from the Passenger Restriction..... | 20 |
| Programme of training | 21 |
| Programme of training Section 1 – Introduction..... | 21 |
| Programme of training Section 2 – Skills for Life | 22 |
| Programme of training Section 3 – Knowledge and Practical training..... | 24 |
| List of Modules | 25 |
| Skills for Life elements in this section | 26 |
| Programme of training Section 4 - Logbook..... | 28 |
| Content of the Logbook | 30 |
| Cost of the Programme and Logbook | 34 |
| Proposed changes to the driving test | 35 |
| Consider extending the hours during which driving tests can be conducted | 36 |
| Developing the, 'show me', and, 'tell me', element of the practical test (technical questions)... | 37 |
| New criteria for developing driving test routes based on key causation factors of collisions..... | 39 |
| Include eco-safe driving as a possible reason for failing the car driving test | 41 |
| Increase the duration of the independent driving section, including the use of sat nav | 42 |
| Consider including an element of self-evaluation prior to and after the driving test, linked to the logbook. | 44 |
| Additional Information: | 46 |
| Full list of consultation questions..... | 47 |

Permanent Secretary's Foreword

I know that learning to drive is an important skill for many people. It is a rite of passage that will open you up to a range of opportunities for educational, social and vocational activities. However with this comes a great deal of personal responsibility. I am troubled by the unacceptably high number of new, particularly young, drivers/riders involved in collisions on our roads each year. I aim to do all that is within my power to reduce the number of people affected by encouraging safer driving.

Each year tragedy hits families in our communities as men, women and children are killed or seriously injured on our roads. Statistics shows that over 95% of road deaths are due to human error. That means the majority are preventable. The main causes of death and serious injury on our roads are consistently shown to be inattention or attention diverted, speeding, drink or drug driving/riding. Statistics also show that failure to wear a seatbelt increases the likelihood of being killed in a collision. If we are to address this issue, it is clear that we must improve how we train and test drivers/riders to ensure that they are competent and safe when they start to drive unaccompanied.

This consultation looks at some of the elements required to bring forward a new learning, testing and post-test regime in Northern Ireland for new drivers/riders. Safe driving is about developing the right attitude and approach, and combining this with safe driving techniques. We need to make changes that will encourage new drivers/riders, in particular the new generation of young drivers/riders, to start their driving/riding careers with more thought as to why they want to drive/ride, what each journey will involve, and how they can help to make every drive/ride a safer drive/ride.

I urge you to read the consultation paper, to consider our proposals and join us in our efforts to make Northern Ireland's roads, and drivers/riders, the safest in the world. I look forward to hearing your views.

Peter May

Permanent Secretary, Department for Infrastructure

Executive Summary

Introduction

Prior to the introduction of The Road Traffic (Amendment) Act (Northern Ireland) 2016 (“the Act”) the Department carried out an extensive consultation process on the Graduated Driver Licensing (GDL) measures from March to July 2011. (The full consultation and synopsis can be obtained by contacting the Project Team at the following email address: GDL.Consultation@infrastructure-ni.gov.uk). As a result, the Act provides the powers to introduce a package of measures to reform the learner and restricted driver/rider schemes and to introduce GDL in Northern Ireland.

Throughout this document a reference to driver includes rider, a reference to vehicle includes both car and motorcycle and a reference to practical test includes that for car and motorcycle unless otherwise stated.

Overall, the features of the Act, as applicable to GDL, are:

- Introduction of a 6 month mandatory minimum learning period (this will not apply to motorcyclists).
- A programme of training.
- A compulsory student logbook.
- Removal of the current 45mph speed restriction which will allow lessons to be taken on a motorway, where appropriate.
- Introduction of a passenger carrying restriction (this will not apply to motorcyclists).
- Extension of the current 12 month restriction period to a 24 month ‘new driver/rider’ period.
- To require the display of a distinguishing mark (plate) on the vehicle for two years after receiving a full licence.

The Act also provides the powers to create remedial courses as an alternative to licence revocation for new drivers who offended. This will be taken forward at a later date and does not form part of this consultation.

The Act contains powers to define the structure of some elements of GDL; and to decide how and when certain elements will be implemented. This consultation sets out some of these options and seeks your views on the Department’s proposals to bring these powers into operation.

Who should read this paper?

- Approved Driving Instructors
- Approved Motorcycle Instructors
- Driving Schools
- Anyone who is learning, or intending to learn, how to drive.
- Anyone who intends to help in the learning to drive process.
- Parents or guardians of young drivers/riders.
- Insurance Companies
- Road Safety Organisations

How to respond

The consultation period began on **08.11.17** and will run until 23.59 on **17.01.18**. Please ensure that your response reaches us by the closing date.

You are invited to respond by completing the online questionnaire found at Citizen Space <https://consultations.nidirect.gov.uk/dfi-dva-pmo-ict-hr-1/graduated-driver-licensing>

Alternatively, you can contact the following email address to request an electronic copy (PDF) of this Consultation document. Once completed, you should return your response to this email address:

Email: GDL.Consultation@infrastructure-ni.gov.uk

Post: GDL Consultation Responses
c/o Old Court House
County Hall
Castlerock Road
Coleraine
BT51 3HS

Phone Number: 028 7034 6928

When responding, please indicate at Question 49 whether you are responding as an individual or representing the views of an organisation. If responding on behalf of an organisation, please make it clear who the organisation represents and, where applicable, how the views of members were assembled.

If you have any questions on this document or attached papers, please contact the GDL Project Admin team using the details provided above.

Freedom of Information

The Department will publish a summary of responses following completion of the consultation process. Your response, and all other responses to the consultation, may be disclosed on request. The Department can refuse to disclose information only in exceptional circumstances. Before you submit your response, please read the paragraphs below on the confidentiality of consultations and they will give you guidance on the legal position about any information given by you in response to this consultation.

The Freedom of Information Act gives the public a right of access to any information held by a public authority, namely the Department in this case. This right of access to information includes information provided in response to a consultation. The Department cannot automatically consider as confidential information supplied to it in response to a consultation. However, it does have the responsibility to decide whether any information provided by you in response to this consultation, including information about your identity, should be made public or treated as confidential.

This means that information provided by you in response to the consultation is unlikely to be treated as confidential, except in very particular circumstances.

The Lord Chancellor's Code of Practice on the Freedom of Information Act provides that:

- the Department should only accept information from third parties in confidence if it is necessary to obtain that information in connection with the exercise of any of the Department's functions and it would not otherwise be provided;
- the Department should not agree to hold information received from third parties 'in confidence' which is not confidential in nature;
- acceptance by the Department of confidentiality provisions must be for good reasons, capable of being justified to the Information Commissioner.

For further information about confidentiality of responses, please contact the Information Commissioner's Office at:

Information Commissioner's Office – Northern Ireland

3rd Floor

14 Cromac Place

Belfast

BT7 2JB

Tel.: (028) 90278757 / 0303 123 1114

Email: ni@ico.org.uk

Website: <https://ico.org.uk/about-the-ico/who-we-are/northern-ireland-office/>

Impact assessments

Because the majority of restricted drivers/riders are aged under 25 and this group is also disproportionately represented in road traffic collisions, the options will mainly affect younger drivers/riders. However they are designed to deal with issues that affect all learner and newly qualified drivers/riders and may be applied regardless of age.

The consultation paper also requests comments and evidence on any possible (positive or negative) impacts these options might have on equality for specific groups or individuals as set out in Section 75 of the Northern Ireland Act 1998, on groups/individuals living or working in rural areas and on costs for businesses or charities.

The Department has carried out the following impacts assessment screens on each of the proposals:

- Equality Impact Assessment Screen
- Regulatory Impact Assessment Screen
- Rural Impact Assessment Screen
- Health Impact Screen
- Privacy Impact Assessment Screen

The impact assessment screens have found no undue impacts arising from any of the proposals in this consultation. The impact assessment screens will be kept updated so that they reflect the development and implementation of policy. The Department has, as is required, published the equality impact assessment screens to the Departmental website at <https://www.infrastructure-ni.gov.uk/graduated-driving-licence-screening-forms-october-2017>

What will happen next?

A summary of responses will be published within 3 months of the consultation closing.

Paper copies available upon request.

Graduated Driver Licensing

Graduated Driver Licensing (GDL) will establish a revised training and testing regime for car drivers and motorcyclists, and will introduce some post-test restrictions for drivers/riders to reduce the over-representation of new – mainly young – drivers/riders in fatal and serious road collisions. The Road Traffic (Amendment) Act (Northern Ireland) 2016 (“the Act”) provides the powers to introduce the package of measures to bring forward GDL in Northern Ireland.

GDL consists of:

- A 6 month mandatory minimum learning period (this will not apply to motorcyclists).
- A programme of training.
- A compulsory student logbook.
- Removal of the current 45mph speed restriction for learners and for those who have passed their test. Removing this speed restriction will also allow lessons to be taken on a motorway, where appropriate.
- Introduction of a passenger carrying restriction (this will not apply to motorcyclists).
- Extension of the current 12 month restriction period to a 24 month ‘new driver/rider’ period.
- A requirement to display a distinguishing mark (plate) on the vehicle for two years after receiving a full licence.

Note on the passenger restriction

Persons under the age of 24 will be restricted from carrying more than one passenger who is aged 14 to 20 for the first 6 months post-test. This restriction will only apply between the hours of 11pm and 6am.

This restriction will not apply if a supervising driver, that is to say a driver aged 21 years or over and holding a full driving licence for three or more years, is seated in the front passenger seat of the vehicle.

Exemptions are in place for:

- The carriage of immediate family members, which includes: spouse or civil partner; brother/sister; half-brother/sister; or a child of the family).
- The carriage of a passenger for whom the driver is entitled to claim a carer’s allowance.
- Vehicles being used for emergency services, or in the training for such use.

However, there is a need to consider some of the GDL measures which are to be prescribed in Regulations falling out of the Act. These measures are:

- Exemptions from the mandatory minimum learning period.
- Exemptions from completing a logbook.
- Motorway Driving.
- New plating arrangements.
- Programme of training and logbook.

Throughout this document, unless otherwise stated, a reference to driver includes rider, a reference to vehicle includes both car and motorcycle and a reference to practical test includes that for car and motorcycle.

Exemptions from the Mandatory Minimum Learning Period

Currently a learner driver may apply for a practical driving test as soon as they acquire a provisional driving licence. However, the mandatory minimum learning period (MMLP) clause in the Act requires that a learner driver (category B; cars and light vans) hold a provisional driving licence for a minimum period of 6 months before they may apply for a practical driving test. Note that MMLP does not apply to category A¹, A2² and A1³.

The Act already includes specific exemptions from MMLP for:

- drivers who have held a licence or permit to drive in Northern Ireland for up to 12 months (usually drivers from other countries taking up residence in Northern Ireland); or
- drivers who are required to pass a test following disqualification or revocation of their licence.

International research⁴ suggests that MMLP is associated with a reduction in post collision test risk by allowing learner drivers to build up driving experience over time and under supervision, on a variety of roads and in different traffic environments and weather conditions. It is estimated that learner drivers take around 7-9 months, on average, to progress from their provisional to their full licence. We acknowledge, however, that there may be exceptional cases where an MMLP is not appropriate for the learner driver. These are considered below:

Proposal: Carers

It is within the spirit of the Act to recognise special circumstances, while at the same time balancing road safety risk and mobility needs. Given that a carer may be the main support for a vulnerable individual it seems reasonable to provide an exemption from the MMLP requirement so that the carer might acquire a driving licence quickly and so maintain their care. Any increased road safety risk resulting from an exemption will, to some extent, be mitigated by requiring the driver to follow the Programme of training.

¹ Category A covers unrestricted motorcycles above 35kW and includes tricycles over 15kW.

² Category A2 (medium motorcycles up to 35kW)

³ Category A1 (small motorcycles up to 11kw - 125cc)

⁴ Supreme research – 4.3 and 4.4 Formal and Informal pre-licence training and Good Practice measures McKnight and Peck 2002. Baker, Chen and Li 2007.

It is therefore recommended that all individuals entitled to claim Carer's Allowance be made exempt from the MMLP requirement by way of Regulations.

Question 1

Do you think that individuals entitled to claim Carer's allowance should be allowed an exemption from the mandatory minimum learning period?

Response

YES

NO

Proposal: Members of the Armed Forces

Currently, army trainees in Northern Ireland are trained through a third party driving school. They are tested by Army driving examiners, who undergo the same training as the Driver and Vehicle Agency (DVA) driving examiners and are checked annually to the same standards as DVA examiners.

Discussions with Armed Forces personnel on the GDL proposals indicate that they feel the proposed MMLP would seriously affect driver training and the operational ability of the troops involved. Furthermore it would lead to disparity between the Army here and in Britain, in terms of the time required to train new drivers.

An exemption from MMLP is proposed in order that troops can retain their operational capability and parity with the Army in Britain.

It is therefore recommended that we apply an MMLP exemption for members of the Armed Forces by way of Regulations.

Question 2

Do you think that members of the Armed Forces should be allowed an exemption from the mandatory minimum learning period?

Response

YES

NO

Question 3

Are there any other groups you believe should be exempt from the mandatory minimum learning period, and if so why?

Response

Please specify:

Exemption from completing a logbook

The Act already exempts those who have had their licence revoked or been disqualified until retest from the requirement to complete the MMLP. The Department also considers that such drivers should also be exempt from having to produce a logbook. The practice of requiring experienced drivers to retake a driving test is a road safety measure; it provides a check that the person can drive competently, safely and with due consideration for other road users.

The logbook, which will be linked to the programme of training, is a way for learner drivers to demonstrate that they have completed the contents of the programme of training. The programme of training is an educational tool, which provides a structured approach to learning to drive and gaining experience whilst also educating the learner. While a driver who has had their licence revoked or been disqualified until retest may choose to make use of the programme of training to reaffirm their knowledge of driving, it would not be the intent of the Department to require that this is recorded and evidenced before test.

It is therefore proposed to exempt drivers who have had their licence revoked or been disqualified until retest from having to complete a logbook.

Question 4

Do you think that a driver who had their licence revoked or has been disqualified until retest should be allowed an exemption from having to complete the logbook?

Response

YES

NO

Motorway driving

The Act provides for removal of the 45mph restriction on learner and novice drivers. This in turn will enable learner drivers to take lessons on motorways; currently learner drivers are not permitted to drive on this type of road. The objective is to enhance the skill set of novice drivers who would otherwise only be permitted to drive on motorways upon passing their full test.

The Department had originally considered whether learner drivers of category B vehicles might only receive driving tuition on motorways if they were under the supervision of an Approved Driving Instructor (ADI) **and** in a vehicle fitted with dual controls.

However, learner drivers are already allowed on single and dual carriageways with a supervising driver or ADI and with no legal requirement for dual controls to be fitted to the vehicle. Given this, it is considered that to require **both** an ADI and dual controls for tuition on a motorway is regressive, particularly as motorways are the safest class of road to drive on in Northern Ireland⁵.

The Department does however recognise that ADIs bring essential skills and experience to providing tuition in the high speed environment of motorways. It therefore believes that a proportionate restriction would be to require an ADI to be present but make no requirement for dual control to be fitted in the vehicle.

It is important to note that motorway driving will not be a mandatory part of the Programme of Training and will not form part of the driving test.

It is proposed that a learner driver (category B) will only be permitted on the motorway when accompanied by an ADI.

Question 5

Do you think that a learner driver (category B) should only be permitted on a motorway when accompanied by an Approved Driving Instructor?

Response

YES

NO

⁵ Source TRL published project report (PPR478) 'Benchmarking Road Safety in Northern Ireland' commissioned by DOE and published 2010.

Motorway riding

A learner on a category A1⁶ motorcycle may ride unaccompanied on the public road as long as they have a valid Compulsory Basic Training certificate. However category A2⁷ and A⁸ learner motorcyclists may only ride on the road with an Approved Motorcycle Instructor (AMI). It seems reasonable to permit all learner motorcyclists to receive tuition on motorways as long as they are accompanied by an AMI. This includes requiring that learners on category A1 motorcycles have to be accompanied by an AMI when on motorways. The stipulations attached to this proposal are that, as is the current practice when training a motorcyclist:

- The AMI who accompanies the learner must also be riding a motorcycle.
- The AMI must be in contact with the learner using a radio which is not hand held while in operation.
- Both the AMI and the learner are wearing fluorescent apparel or during the hours of darkness apparel which is either fluorescent or luminous.

It is proposed that a learner rider of category A, A2 and A1, will only be permitted on the motorway when accompanied by an AMI.

Question 6

Do you think that a learner rider should only be permitted on a motorway when accompanied by an Approved Motorcycle Instructor?

Response

YES

NO

Question 7

Are there any other restrictions or conditions you believe should be applied to learners (cars or motorcycles) on motorways?

Response

YES

NO

Please include any comments here:

⁶ Category A1 (small motorcycles up to 11kw - 125cc)

⁷ Category A2 (medium motorcycles up to 35kW)

⁸ Category A covers unrestricted motorcycles above 35kW and includes tricycles over 15kW.

Transitional Arrangements

As part of the transitional arrangements put in place by the Act, category A1 and B provisional driving licences acquired prior to the launch retain their restriction to a maximum speed of 45mph for the 6 month transitional period following the launch.

It is considered that such learner drivers restricted to 45mph should not be permitted to receive tuition on motorways as they may constitute a hazard to other motorway users as well as exposing themselves to risk. However at the end of the 6 month transitional period the maximum speed restriction of 45 mph where applicable, will cease to apply. Such individuals, if still holding a provisional issued prior to the launch of GDL, would then become subject to the new driver licensing arrangements. Their speed restriction would be removed and they would be permitted to receive tuition on motorways under the supervision of an ADI/AMI.

It is therefore proposed that learners, who hold a category A1 or B provisional licence that was acquired prior to the launch of GDL, will not be permitted to drive on motorways until the end of the 6 month transitional period following the launch of GDL.

Question 8

Do you think that during the transitional period learners who are still subject to a 45mph restriction should be permitted to drive on motorways?

Response

YES

NO

New plating arrangements

Currently in Northern Ireland all newly-qualified drivers are required to display an R plate for 12 months after passing their practical driving test and in the case of drivers holding category A1 and B licences must also observe a 45 miles per hour speed restriction. The Act will remove the 45mph speed restriction for both learner and new drivers, and require new drivers to display a plate for a period of two years after passing their test, rather than one.

The Act will also introduce new post-test restrictions, such as the passenger restriction, whereby for the first six months post-test, new drivers aged 17-24 of category B vehicles

will be restricted from carrying more than one passenger aged 14-20 between the hours of 11pm and 6 am.

Departmental statistics have demonstrated the increased risk associated with newly qualified drivers; it demonstrates that new drivers are at an increased risk of being involved in a collision for the first 2 years post-test. Within this 2 year period, the first 6 months represent the highest risk for new drivers.

Where a novice driver (a driver within 24 months of passing their test) was deemed responsible for a collision, almost two-fifths (38%) of the resulting Killed or Seriously Injured (KSI) casualties in 2014-2016 were from collisions where a driver was within 6 months of passing their test.

When GDL is introduced those drivers currently displaying the R plate will be required to continue to do so until the restricted period expires - during that time the usual restrictions apply including the 45 mph speed restriction. Similarly the R plate scheme will apply to those drivers who acquired their provisional licence before GDL Go Live and who then pass their driving test during the 6 months after GDL introduction.

Given that the current R plate requires the newly-qualified driver to abide by restrictions for one year and that the revised system will require the driver to display the new plates for two years there will inevitably be an 18 month period during which the two post-test regimes will overlap.

In order to distinguish between these two sets of newly-qualified drivers, who are subject to different restrictions, it is necessary to introduce a new distinguishing plate for those qualifying under the new system. Without being able to differentiate between current R scheme drivers and those subject to the GDL scheme, the risk is that enforcement of the differing standards would be difficult. Having different post-test plates for those who qualified under GDL would provide a clear visual difference for enforcement agencies and so lessen this risk. The Department therefore needs to introduce a new plate that will eventually replace the current R plate.

Proposal: Two part post-test plate

Under the new regime, once learners pass their test, they will have to display a plate for 2 years. Within this 2 year period, the first 6 months represents the highest risk for new drivers. For car⁹ drivers who are aged between 17 and 24, the first 6 months is also when they will be subject to the passenger restriction. The Department is therefore proposing a 2 part post-test plate system. The first part of which will be displayed during the first 6 months of the new 2 year driver period, and will apply to cars and motorcycles.

Given that the R plate is a well-recognised symbol the Department intends to retain the letter R, but change the colour of the letter.

⁹ Classified as a Category B vehicle this also cover light vans up to 3500kgs

Accordingly the following is proposed:

- For the first 6 months post-test the driver would be required to display an R plate – which would be a white R on a blue background.
- For the remaining 18 months of the 2 year period the driver would be required to display a different coloured R plate which would be a blue R on a white background.

Having new drivers carrying a 2 part distinguishing plate would:

- Inform other road users of the relative inexperience of the driver, particularly those who have passed their test within the previous 6 months.
- Help to deter high risk behaviour.
- Where applicable, facilitate enforcement.

Each of the proposed new plates would have the same dimensions as the current R plate and would look like this.



First 6 months



Remaining 18 months

It is therefore proposed that a two part post-test plate is introduced

Question 9

Do you think that the post-test plate should be divided into two parts?

Response

YES

NO

Proposal: Post-test plate colours

The new post-test plate will need to be easily distinguishable from the current R plate, therefore it is proposed that the new post-test R plates are presented in two new colours of blue and white.

The proposed colours will be easily distinguishable from the front and rear of a fixed or moving vehicle; in daylight and night-time conditions; and take account of guidelines around colour blindness.

It is therefore recommended that the letter R is retained and presented in the new colours of blue and white as shown below.



First 6 months



Remaining 18 months

Question 10

Do you think the letter R should be retained?

Response

YES

NO

Question 11

Do you think the new plates should be presented in the colours of blue and white?

Response

YES

NO

Please include any comments here:

Exemption from the Passenger Restriction

The Act already includes specific exemptions from the passenger restriction for vehicles being used for emergency services, or in the training for such use. This includes fire and rescue, ambulance, police, military, customs and coastguard. The Act also provides that further exemptions from the passenger restriction may be made by regulation.

Note that the passenger restriction applies to new drivers under 24 years of age, for the first 6 months from the date they pass their test.

It is proposed to provide an exemption from the passenger restriction to drivers of certain vehicles that are restricted to a maximum speed of 45mph or less as set out in Schedule 1 of the Motor Vehicles (Speed Limits) Regulations (Northern Ireland) 1989 (the '1989 Regulations'). These vehicles include industrial tractors used within industrial premises, certain fork lift trucks, show-man's vehicles and track laying vehicles. Such vehicles are largely used on private roads or on premises as part of an industrial operation. They are driven at low speeds and in most cases are not capable of high speeds, and have limited or no passenger capacity. They are not the type of vehicle to be driven by novice drivers and are not the focus of GDL.

The drivers of these vehicles are currently exempt from the need to display a post-test plate, as are the drivers of emergency vehicles. It therefore seems reasonable that they should also be exempted from the passenger restriction.

It is proposed that an exemption from the passenger restriction is provided to drivers of the vehicles that are restricted to a maximum speed of 45mph or less as set out in Schedule 1 to the 1989 Regulations.

Question 12

Do you think that drivers of the vehicles that are restricted to a maximum speed of 45mph or less as set out in schedule 1 of the Motor Vehicles (Speed Limits) Regulations (Northern Ireland) 1989, should be exempt from the passenger restriction?

Response

YES

NO

Programme of training

The fundamental goal of learning to drive and the licensing process should be to create drivers who are safe, and not just technically competent, by the time they are permitted to drive unsupervised. Achieving this not only involves mastering the practical skills to control the vehicle safely but also instilling novice drivers with an appropriate understanding of how human factors such as their attitude, personality, behaviour and feelings impact on their driving style. Through the introduction of GDL we plan to address this with the introduction of a Programme of training (the 'Programme').

The Programme must be completed by those learning to drive a car or light van (category B) or a motorcycle (category A1, A2 or A). It details the learning required to become a safe driver. Learner motorcyclists currently have to complete a Compulsory Basic Training (CBT) course and this will not change. However, the Programme for motorcyclists will be designed to take account of CBT.

It is proposed that the Programme will be published as an A5 Book (approximately 14cm x 21 cm), with different versions for drivers and motorcyclists. Consideration is also being given to providing the Programme as an online resource.

It is proposed that the Programme is made up of four components, as listed below.

Section 1 - Introduction

Section 2 - Skills for Life

Section 3 - Knowledge and Practical training

Section 4 - Logbook

Programme of training Section 1 – Introduction

The introduction will provide high level guidance and information on the following areas:

- Learning to drive – The key knowledge and practical skills required to drive safely.
- Background and general information on the Programme and GDL.
- Law/ Rules & Regulations relating to learning to drive.
- Vehicle/ Driver Licensing – what is required and how to get it.
- Driver Testing – a high level outline of the driving test.
- Resources to help you learn to drive.

We are therefore proposing that the introduction should include all of the topics listed above.

Question 13

Do you think the topics proposed for inclusion in the introduction cover all required areas?

Response

YES

NO

Please include any comments here:

Programme of training Section 2 – Skills for Life

The aim of the Skills for Life section is to make the driver more aware of their responsibilities as a driver and their interaction with other road users while driving.

It is recognised that the human factor is a major contributor to road traffic collisions. To ensure novice drivers develop the correct attitude and behaviour to driving it is proposed the Skills for Life section contains the educational pieces which describe the knowledge, understanding, skills and behaviours required to be a safe and responsible driver from a theoretical point of view.

A number of educational topics and principles will be introduced in the section as well as being used in the rest of the Programme. These include:

Goals for Driver Education (GDE) – GDE is a tool to help Learners understand how their personality, values and beliefs impact on the way they drive and ultimately on how safe a driver they are.

Continuous Learning - The Learner needs to be aware of the need to fully understand and be encouraged to recognise that they are responsible for keeping updated with changes in the law, road infrastructure, their vehicle, and their fitness to drive.

Self Evaluation and Reflection – Covers the need for the Learner to know the importance of being able to accurately assess their own learning and understanding of other road users and their typical behaviours by correctly identifying their own strengths and weaknesses.

We are therefore proposing to include a section on skills for life within the Programme which addresses behaviours and attitudes.

Question 14

Do you think there is a need to address behaviours and attitudes within the Programme?

Response

YES

NO

Question 15

Do you think the educational topics proposed for inclusion in the Skills for Life Section cover all required areas?

Response

YES

NO

Please include any comments here:

Programme of training Section 3 – Knowledge and Practical training

This section covers the practical knowledge and driving skills that Learners must have. The training is largely practical on road training and must be completed either with an Approved Driving / Motorcycle Instructor (ADI/AMI) or with a Supervising Driver / Rider (SD/SR). An SD/SR can be anyone provided they are at least 21 years of age and have held their full driving licence for at least three years in the same category as the learner they are teaching.

The goal of this section is to develop drivers who are equipped with the practical knowledge and driving skills to become safe and responsible drivers during the learning period, post-test new driver period and for the lifetime of the driver.

It is proposed that the knowledge and practical training section will be in a modular format and it will guide both trainer and learner through the practical training required, whilst helping the learner identify weaknesses which require extra practice.

The modules are set out so that the earlier modules cover the initial skills required, and the later modules build on this knowledge to help the novice driver learn and undertake more complex driving techniques. The modules are not designed to reflect individual lessons but rather a structure for learning. It is recognised that as the learner builds up their skills they will still have to refer back to and cover more than one module at a time depending on their ability and the subject they are covering.

The modular approach will allow for better evaluation and more focused training, feedback and improvement. The modules are a high level overview of the skills a driver needs which help the learner driver to be better placed to self-evaluate and know at what stage in their learning they are at (please see list of modules below). It will also allow learners to study independently and work at their own pace. This will help them to be more in control of their own learning, set their own goals and be more responsible for their own achievements which in turn will help them know their strengths and weaknesses.

It is therefore recommended that the knowledge and practical training section takes a modular approach.

List of Modules

| Programme for Cat B (Cars and Light Vans) Driver Module Titles | | Programme for Cat A, A2 and A1 (Motorcycles) Rider Module Titles | |
|---|--|--|---|
| 1. | The driver | 1. | The rider |
| 2. | The vehicle | 2. | Risk and hazard awareness |
| 3. | The law | 3. | Riding on the road |
| 4. | Risk and hazard awareness | 4. | Road sharing |
| 5. | Controls and checks | 5. | Vulnerable and other road users |
| 6. | Driving on the road | 6. | Speed awareness |
| 7. | Road sharing | 7. | All weather riding |
| 8. | Vulnerable and other road users | 8. | Night time riding |
| 9. | Speed awareness | 9. | Rider distraction and motorcycle technology |
| 10. | Manoeuvring your vehicle | 10. | Ecosafe riding and the environment |
| 11. | Driving in adverse weather | 11. | Motorway riding (not compulsory) |
| 12. | Night time driving | | |
| 13. | Driver distraction and in car technology | | |
| 14. | Ecosafe driving and the environment | | |
| 15. | Motorway Driving (not compulsory) | | |

Question 16

Do you think the list of Modules for Drivers and Riders covers all required areas?

Response

YES

NO

Please include any comments here:

Question 17

Do you think that a modular approach is suitable for the knowledge and practical training section?

Response

YES

NO

Skills for Life elements in this section

It is proposed that the knowledge and practical training section should also reinforce the skills for life by aiming to show how the natural personality of a driver may affect their thought processes and decision making when they are driving. To encourage this to become an integral part of driver training, worksheets and scenarios are included in each module. The scenarios and worksheets are designed to encourage the learner to fully consider their options before deciding on a course of action and to help them understand that wrong choices can often have negative consequences. It also emphasises that the learner and their trainer could and should use situations that arise naturally during training sessions to discuss their choices and the possible consequences of their actions.

It is therefore proposed that each module within the knowledge and practical training section includes a skills for life element which deals with behaviour and attitude. It is also proposed that a scenario and worksheets which cover the thought process around decision making and consequences should be included in each module.

Question 18

Do you think that behaviours and attitudes should be addressed within each module?

Response

YES

NO

Question 19

Do you think that scenarios based on potential situations learner drivers may encounter should be included within each module?

Response

YES (go to Question 20)

NO (go to Question 21)

Question 20

Do you think that worksheets linked to the scenarios should have to be completed in each module?

Response

- YES
- NO

Question 21

Do you think the Programme should be available in hard copy, online or both?

Response

- Hard copy only
- Online only
- Both hardcopy and online

Please give your reasons why you have chosen this option:

Question 22

If the Programme is made available in hardcopy, do you think A5 would be the appropriate size?

Response

- YES
- NO

Please include any comments here:

Question 23

If the Programme is made available online, what format(s) do you think would be most useful?

Response

Web Site

App

Other

If you have chosen other, please specify:

Programme of training Section 4 - Logbook

Training can be delivered by an Approved Driving Instructor (ADI), Approved Motorcycle Instructor (AMI) or a Supervising Driver/Rider (SD/SR). An SD/SR can be anyone provided they are at least 21 years of age and have held their full driving licence for at least three years in the same category as the learner they are teaching.

A logbook will be used to provide a place to record and evidence that the learner has completed each part of the Programme and that the learner, and where required, their ADI/AMI or SD/SR, are content to verify that the expected learning has been followed and that the required experience and relevant capability have been demonstrated.

The logbook must be completed and presented before a learner may take the practical driving test. The proposed logbook includes two verification stages: the first for each module contained within the Programme, the second for overall verification that the Programme has been completed in full. The overall verification sign off confirms that the learner has completed the entire Programme and that all the modules are signed off.

Once the overall verification is signed off a learner will have 2 years from the date of that sign off to get their full driving licence. If they do not upgrade to a full licence before the end of the 2 year life span of the overall verification sign off then the learner must get the logbook checked, and overall verification re-signed and dated.

The 2 year life span proposed for the verification sign off is considered a reasonable time within which to apply for and attempt the practical driving test. The period also mirrors the lifespan of the theory test certificate and Compulsory Basic Training (CBT) certificate for motorcyclists.

Were the programme of training not to be time bound an individual could have modules signed off and, rather than take and pass their driving test could simply hold the logbook

until they felt they wanted to take the test which could be years later. In real terms this means that modules previously undertaken may not have been refreshed prior to test.

It is therefore proposed that a 2 year period similar to that of the current theory test and CBT certificate be applied to the overall verification sign off of the Logbook to ensure the training is current.

Question 24

Once the Logbook has been completed and verified, do you think the Department should set a time limit by which the learner must have received their full driving licence?

Response

YES

NO

Question 25

Once the logbook has been completed and verified, do you think a 2 year validity period is appropriate?

Response

YES

NO

Please include any comments here:

Question 26

Do you think that the Department should set a validity period for each individual module?

Response

YES

NO

Content of the Logbook

The logbook also brings the experiences of the learner driver and the feedback of ADI/AMI and/ or SD/SR together. In this way, it will encourage discussions between the learner drivers and their trainer or trainers. It will also provide the learner with an up to date account of their training which will help them to know at what stage in the learning process they are at. This information will mean that they are better placed to take more responsibility for their own training.

The following elements by law must be included in the Logbook:

- Record of each training event – any driving lessons or practice taken must be recorded.
- Progress through the relevant Programme (category B / category A, A1, or A2) – progress through the individual modules must be recorded and also, once all modules are complete, a record must be made that the full programme has been completed.
- A place for sign off by an appropriate person – each module and the overall programme must be signed off as complete by an appropriate person. This person will be an ADI, AMI or SD/SR. This includes a declaration that the person signing is satisfied that the learner has successfully completed the relevant programme and is ready for test.

In addition to these records, the Department proposes to include the following items within the logbook:

- Learner record – see Table 1 below for illustration purposes.
- ADI/AMI/SD Record - see Table 2 below for illustration purposes.
- Details of training event - see Table 3 below for illustration purposes.

Table 1 - Learner Record/contact form and declaration

- This is where the learner driver records their name, licence number and contact details. They will also sign here, to note that it is an offence to falsify entries in the logbook

| | | | |
|--|--------------------------------|------------------------|---------------|
| Initial | Print Name | Driving Licence Number | |
| AB | ANTHONY BROWN | 98765432 | |
| Address | 1 Park Way Belfast BT1 2 AB | | |
| Email | a.brown@hotmail.com | | |
| Tel No | 07711223344 | | |
| I confirm that all details I intend to include in this logbook will be a true account of my learning and progress through this Programme of Training. I note that it is an offence to falsify entries in my logbook. | | | |
| Signature | A Brown | Date | 12 April 2016 |

Table 2 - ADI/SD Contact form

- Anyone teaching a learner to drive including those who take the learner out for practice must put their details in this table. For ADI/AMIs this includes their ADI/AMI licence number and for SD/SRs their Driver Licence number (see Table 2 for illustration purposes only).

| | | | | | |
|---------|---------------------------------------|-------------|----|-----------------|-----------|
| Initial | Print Name | ADI Licence | OR | Driving Licence | Signature |
| RT | RACHEL TRAVERS | 12345678 | | | R Travers |
| Address | 14 The Maltings, Hoptown, County Down | | | | |
| Tel No | 123456789 | | | | |
| Initial | Print Name | ADI Licence | OR | Driving Licence | Signature |
| JB | JIM BROWN | | | 12345678 | Jim Brown |
| Address | 1 Parkway Belfast BT1 | | | | |
| Tel No | 123456789 | | | | |
| Initial | Print Name | ADI Licence | OR | Driving Licence | Signature |
| | | | | | |
| Address | | | | | |
| Tel No | | | | | |

Table 3 – Record of each training / practice event

- While there must be a record that a training event (lesson or practice) has taken place the Department also considers that it would be relevant to record the time of training, weather and type of area covered (e.g. town centre, rural and so on). This will enable the learner and ADI/AMI/SD/SR to have a clearer picture of training and highlight any gaps that may need addressed. For example, if all training events were in daylight the learner would recognise the need for lessons or practice driving in the dark and other light conditions. The more varied the training is, the better prepared for real life driving the pupil will be (see Table 3 for illustration purposes only).

| RECORD OF EACH TRAINING / PRACTICE EVENT | | | | | | | |
|--|-------------|------|---------|----------|--|-----------------|----------------|
| Date | Night / Day | Town | Country | Weather* | Comments (strengths/weaknesses) | Initial Learner | Initial ADI/SD |
| 9/11/16 | Day | ✓ | | Wet | <i>Roundabouts and turn in road practiced. Left turn fine but need to work on right turn. Should read more of Programme on changing direction before next lesson</i> | AB | RT |
| | | | | | | | |
| | | | | | | | |

*wet, dry, ice, snow, bright sunshine, windy

It is therefore proposed that the logbook also includes the additional information set out above.

Question 27

Do you think that the logbook should record the additional information proposed (learner record, ADI/AMI/SD/SR record and details of training event)?

Response

- YES
- NO

Question 28

Do you think the logbook should record any other additional information?

Response

YES

NO

Please include any comments here:

Question 29

Do you think the logbook should be available in hard copy, online or both?

Response

Hard copy only

Online only

Both hardcopy and online

Please include any comments here:

Cost of the Programme and Logbook

Designing and developing the content and format of the Programme and Logbook will incur an estimated extra cost of between £10 and £15.

To ensure full cost recovery, this extra cost will be passed onto learner drivers.

Question 30

It is estimated there will be an extra charge of £10 to £15 for the Programme and Logbook. Do you think this cost is reasonable?

Response

YES - £10 to £15 is reasonable

NO

Please include any comments here:

Proposed changes to the driving test

It is recognised that the cornerstone of any improvement in driving standards is the learning process. The minimum mandatory learning period (MMLP) and the Programme of training (the 'Programme') will help with changing the current mindset on learning to drive. However, for this approach to be fully effective it must be supported by a form of assessment that covers the full range of knowledge, understanding, skills and behaviour required to drive safely.

The driving test makes an important contribution to safety on our roads, not only by setting the standard which people must reach to get a full driving licence, but also by influencing the way in which drivers learn to drive before taking the theory/practical parts of the test. Learner drivers primarily prepare and train for elements which they expect to be tested on, and to a level and the standard of competence they expect to have to demonstrate.

We therefore plan to review the driving competencies which are tested through the driving test assessment process. Where possible, we aim to re-focus the practical test to encourage learner drivers (in line with the Programme) to develop their self-evaluation abilities and enable them to have a more realistic view of their own competencies. It is hoped that this will in turn change their behaviour and influence their attitude in a positive way. We also want to build on the positive aspects of the driving test and remove or refine those elements which may not be of value.

The proposals set out in this consultation cover possible changes to both the car and motorcycle practical part of the driving test and non-practical changes linked to the test unless specified with the document. The following provides a summary of these proposals.

Changes to the Practical part of the test:

- Consider extending the hours during which driving tests can be conducted;
- Developing the 'show me', and, 'tell me' element of the practical test (technical questions);
- New criteria for developing driving test routes based on key causation factors of collisions;
- Include eco-safe driving as a possible reason for failing the driving test; and
- Increase the independent driving section time with the use of sat navs.

Non-practical changes linked to the test:

- Consider including an element of self-evaluation prior to and after the driving test, linked to the logbook.

Consider extending the hours during which driving tests can be conducted

The Programme will encourage learner drivers to practice in a range of lighting conditions including darkness. Gaining experience at different times of the day, particularly when lighting is limited, is important given the high proportion of road traffic collisions which happen at these times. Providing candidates with the option of being testing at night provides a link between training and the test.

The current eyesight test requires a candidate to be able to read a number plate in good daylight at a distance of 20 metres¹⁰. The legislation specifically states that good daylight is required to conduct the eyesight test and so DVA can only offer out of hours driving tests during the spring and summer months when there are more hours of daylight.

In order to extend the capability to conduct out of hours driving tests to the autumn and winter months, when there are fewer hours of daylight, it is proposed to amend the legislation so as to allow artificial light or good daylight to be used.

Candidates coming for test outside of daylight hours would be asked to read the number plate in artificial light. The change in legislation proposed would mean DVA could accommodate candidates all year round who, due to their work pattern, are unable to or find it difficult, to attend tests during the normal working day.

There are problems in physically conducting tests in the dark as the examiner has to be able to see their marking sheet to enable them to record the candidate's progress. In the current paper marking sheet environment this proposal would not be possible. However, DVA are currently developing software to be used on electronic tablets by the examiner which would remove the problem of seeing the marking sheet. It is likely that introducing testing at night time would also require the lighting in some test centres to be upgraded as it may not currently allow candidates to read a number plate .

The timing for the introduction of this proposal would therefore be dependent on these changes – electronic tablets and upgraded lighting - being in place first.

Question 31

Do you think that the hours in which driving tests can be conducted should be extended?

Response

YES

NO

¹⁰ 20m in the case of a registration mark containing letters and figures 79mm high and 50mm wide, 20.5m in the case of a registration mark containing letters and figures 79mm high and 57mm wide.

Question 32

If the hours of testing are extended, do you think that artificial light could be used for the eyesight test to facilitate night time driving tests?

Response

YES

NO

Question 33

Do you think that people would make use of the option to take their driving test later in the evening?

Response

YES

NO

Developing the, 'show me', and, 'tell me', element of the practical test (technical questions)

The existing, 'show me, tell me' technical questions have been a part of the practical driving test since 2003. Currently as part of the practical driving test, a candidate is asked 2 vehicle safety questions - known as the 'show me, tell me' questions. The 'show me' question requires a demonstration, and the 'tell me' question requires an explanation of a vehicle safety function. These questions are carried out when the vehicle is stationary.

The current questions assess if a candidate knows how to perform certain tasks but not whether the candidate understands the consequence if the task is not carried out. For example, a candidate may be able to demonstrate how they would fill the windscreen washer bottle but they may not fully understand the consequences associated with driving a vehicle which has an empty washer bottle.

It is therefore proposed to change this so that the candidates would be asked one 'show me' question while the vehicle is on the move during the car¹¹ practical driving test and one 'tell me' question with a follow up sub question while the vehicle is stationary to further assess their understanding.

¹¹ It is not proposed that motorcycle candidate taking the riding test will be asked questions on the move.

During the 'show me' question the examiner would ask the candidate to use an ancillary control (such as washer/wipers or demister) when they think it's safe to do so. This will not only test the candidate's ability to carry out this task safely and under control, but it will also test their ability to select a safe opportunity to perform the task. The change in the 'show me' question means that the candidate's ability to perform the task safely and under control whilst driving is assessed.

The proposal for a 'tell me' question with a follow up sub question addresses the risk that a candidate's understanding is not effectively or fully assessed.

Question 34

Do you think that the 'show me, tell me' questions should be split to further assess learners' understanding?

Response

YES

NO

Question 35

If the 'show me, tell me' questions are split, do you think the 'show me' question should be asked while the vehicle is moving?

Response

YES

NO

Question 36

If the 'show me, tell me' questions are split, do you think the 'tell me' questions should include a sub question which would test understanding?

Response

YES

NO

New criteria for developing driving test routes based on key causation factors of collisions

The Department will, as part of the changes being introduced through GDL, remove the 45 mph speed restriction for learner drivers and newly qualified drivers. This will allow learner drivers to be trained and tested at speeds greater than 45 mph. The consequence of this is that driving tests routes will be reviewed to include roads with speed limits in excess of 50 mph. Given this need to review and develop new driving test routes we plan to look at both our current criteria for route design and how examiners carry out route selection at the time of test.

Driving test routes, where possible, are designed to reflect the real world driving conditions a driver will face when driving unaccompanied after passing the test. They incorporate as many different types of road, junctions and static hazards as possible. This ensures that legal requirements in respect of demonstrating competence to deal safely with specified road and traffic conditions are met, for example dealing with junctions, passing other vehicles etc. This means that as far as possible candidates can expect similar road layouts on their test route irrespective of which test centre they use.

Historically, driving test route design has taken this requirement very literally and routes can, for example, contain the same number of left and right turns from a major road to a minor road. However the routes may not fully test drivers' competence sufficiently on roads or road layouts where road traffic incidents are more likely. In the last five years, over two-thirds (68%) of fatal and serious injuries caused by young drivers aged 17-24 occurred on rural roads. In the same collisions, careless driver actions such as wrong course/position, crossing or entering a road junction without care and turning right without care are three of the most common reasons for collision, accounting for just under one-quarter (23%) of the resulting KSI casualties.¹²

It is therefore our intention to look at the main reasons for road traffic collisions and where possible prioritise these, making them part of the criteria when developing driving test routes. Consideration will also be given as to whether all test routes should be similar in design and if routes should be designed with a particular emphasis or bias toward a number of areas involved with collisions. This would mean that each centre would have an array of test routes designed with a particular theme in mind, based on the key causes of deaths and serious injuries on our roads.

¹² <https://www.psni.police.uk/globalassets/inside-the-psni/our-statistics/road-traffic-collision-statistics/2017/2016-detailed-trends-report--annual-bulletin---published-30th-june-17.pdf>
<https://www.psni.police.uk/globalassets/inside-the-psni/our-statistics/road-traffic-collision-statistics/2017/march/psni-2016-rtc-key-statistics-published-31-3-17-final.pdf>

Question 37

Do you think that driving test routes should take account of the main reason for traffic collisions (i.e. make them part of the criteria for developing driving test routes)?

Response

YES

NO

Question 38

Do you think that all test routes should be of a similar design to each other and always include the same content?

Response

YES

NO

Question 39

Do you think that all test routes should be designed differently to each other so they contain different content?

Response

YES

NO

Include eco-safe driving as a possible reason for failing the car driving test

Currently eco-safe driving is assessed during the car driving test but does not influence the result of the test. However, many eco-safe driving techniques are also recognisably safe driving techniques. Examples of safe driving techniques include; the ability to anticipate braking or slowing down well in advance and making proper use of controls; changing gears at the appropriate time; maintaining a steady speed; driving with low engine revolutions; anticipating traffic flow; decelerating smoothly; when driving uphill using the highest gear possible with a deep accelerator position; and, driving around bends in a high gear, where safe and practical.

There are many aspects of eco-safe driving which aim to improve the ability of a driver. Overhauling the training and testing system by the introduction of GDL is, in the main, to develop safer drivers in order to address the over representation of young and novice drivers involved in fatal and serious collisions on our roads. Eco-safe driving does this by encouraging greater anticipation with a greater emphasis on planning ahead so that you are prepared in advance for potential hazards which can lead to less erratic and unpredictable behaviour.

While eco-safe driving is covered in the Programme, introducing it as a failure item in the driving test means candidates would need to understand and demonstrate driving in an eco-safe manner, so linking the Programme to the driving test. This additional knowledge and understanding assists the driver to make informed decisions when driving, which will have environmental and road safety benefits.

Question 40

Do you think that driving in a **non**-eco-safe way should be included in the car driving test as a possible reason for failure?

Response

- YES
- NO

Increase the duration of the independent driving section, including the use of sat nav

The independent driving section of the practical test requires candidates to drive from one specific location to another by following traffic signs or by using diagrams and with only minimal directions from the examiner as to the route to be followed. The exercise offers the opportunity for assessment to be made of a candidate's ability to manage and prioritise distractions, providing variable routes and exposure to different road and traffic conditions to improve judgement. Research carried out by DVSA¹³ has indicated that there would be benefit from extending this element, to give the skills required a greater significance in the test and offer candidates a wider opportunity to demonstrate their capabilities in driving independently.

It is proposed to increase the duration of the independent driving section in the practical driving test from 10 minutes to 20 minutes both for cars and motorcycles. This increase will permit the candidate's full capabilities to be assessed.

A longer independent driving section using conventional paper diagrams could prove unwieldy and so it is therefore proposed to use a sat nav within the independent driving section. This will also provide an opportunity for candidates to demonstrate their ability to prioritise and deal with distractions that in-car devices such as sat navs can generate whilst also focusing on critical driving tasks. Due to the practicalities of fitting the sat nav to motorcycles and the limitations of currently available technology the sat nav will initially only be used for car tests.

It is proposed that a pre-programmed sat nav will be provided at the start of each test by the Department and will be temporarily fitted by the Examiner in the vehicle to be used for the practical test. The sat nav will then be used during the independent part of the practical test

Including a widely used in-car device, such as a sat nav, in the driving test would make the test realistic and position it closely to the real driving undertaken after a candidate passes the test. It would also benefit the independent driving section as it would no longer be wholly reliant on diagrams and traffic signs and would ensure that the full benefits of increasing the section to 20 minutes are achieved.

Finally the Department proposes to amend the Regulations so that the person providing the vehicle for the test must permit the Department to temporarily fit a sat nav in the vehicle for the duration of the driving test. The pre-programmed sat nav would be provided by the Department at no cost to the candidate.

¹³ The Driver and Vehicle Standards Agency in Great Britain.

Question 41

Do you think that the independent section of the driving test should be increased to 20 minutes?

Response

YES – 20 minutes is about right

NO

Please include any comments here:

Question 42

Do you think that sat navs should be used during the car driving test?

Response

YES *Please include any comments here:*

NO

Question 43

Do you think that sat navs should be used during the motorcycle driving test once it becomes practical to do so?

Response

YES *Please include any comments here:*

NO

Question 44

Do you think that the Department should be allowed to temporarily fit a sat nav into the candidate's vehicle for the duration of the driving test?

Response

YES

NO

Consider including an element of self-evaluation prior to and after the driving test, linked to the logbook.

Research has shown that drivers need to be aware of their own personal tendencies and their own strengths and weaknesses. To do this, drivers must be able to evaluate their own behaviour. Learner drivers need to become aware and should be encouraged to become aware of their personal pre-conditions and tendencies as well as their skills and abilities. They need to have an understanding of how these issues impact on their driving as they need to have a realistic view of their own ability and weaknesses. Drivers who are able to self-evaluate are able to self-learn from their own experience.

Self-evaluated learning is a key factor in helping drivers develop their individual and independent lifelong learning skills. This makes them more aware and responsible for their own learning processes as they are able to monitor their knowledge and guide their instruction.

There is clear evidence that self-assessment helps learners understand how they learn and identify learning strategies based on their own learning styles. Self-assessment also helps the ADI/AMI or SD/SR tailor their lessons based on the goals the students have identified. This gives the ADI/AMI/SD/SR the necessary information to choose methods that match the different learning styles of their students.

By evaluating themselves, learners are able to assess what they know or do not know, as well as becoming more familiar with their own beliefs or possibly their misconceptions. We believe that the introduction of the Programme and the logbook will help learners to self-evaluate and make them more involved in their own driver education process. However, we want to link this process to the driving test and as such we are seeking views about including a self-assessment form in the logbook which the driver will fill in prior to coming for test and at the end of the test they can, along with their ADI/AMI or SD/SR, compare their assessment with the test outcome (pass or fail).

We believe that linking the Programme and logbook to the driving test through self-assessment in this way will help drivers to continue to self-reflect and self-evaluate on their competence in changing circumstances. Where they identify gaps they can take active responsibility for closing them thus becoming more involved in their own learning process as opposed to accepting learning without question.

It is not proposed that this would be a mandatory process; it would be reliant on the learner driver, ADI/AMI/SD/SR fully engaging with this process. It is therefore important that the benefits of this option are made clear to all concerned to ensure there is buy in. Making this a non-mandatory process passes the responsibility back to the learner driver which is in line with the Programme which encourages the learner to take control of their own learning.

As stated, self-evaluated learning is a key factor in helping drivers develop their individual and independent lifelong learning skills. Linking a driving test candidate's performance to their logbook will help them to establish if their evaluation of their own driving, as verified within the logbook, is a true and valid reflection of their actual ability. Going forward it will give them a benchmark for all future self-evaluation and they are more likely to have a more realistic view of their own ability which will lead to a level of confidence which matches their ability.

Question 45

Do you think that it would be beneficial to include a self-evaluation form in the logbook?

Response

YES

Please include any comments here:

NO

Question 46

Do you think that learner drivers and their trainers would use the self-evaluation forms if they were included in the logbook?

Response

YES

Please include any comments here:

NO

Additional Information:

47. What Age Category do you fall into?

0- 16

17-24

25-34

35-49

50-64

65+

48. What Identification Category do you fall into?

Please tick all that apply

Novice Driver/Rider (those within 2 years of passing your test)

Experienced Driver/Rider

Someone thinking about learning to drive/ride

Learner Driver/Rider

Supervising Driver/Rider of someone who is currently learning to drive/ride

Parent/Guardian of someone who is thinking about, or currently, learning to drive/ride

Approved Driving Instructor [ADI]/ Approved Motorcycle Instructor [AMI]

Other

Group or Organisation

49. If you have selected 'Other' or 'Group or Organisation' in Question 48, e.g. Driving Schools, Insurance Companies, Road Safety Organisations, Councils, please provide more information here:

Other

Please specify

Name of
Group or
Organisation

Please specify

Full list of consultation questions

Exemptions from Mandatory Minimum Learning Period

1. Do you think that individuals entitled to claim Carer's allowance should be allowed an exemption from the mandatory minimum learning period?
2. Do you think that members of the Armed Forces should be allowed an exemption from the mandatory minimum learning period?
3. Are there any other groups you believe should be exempt from the mandatory minimum learning period, and if so why?

Exemption from completing a logbook

4. Do you think that a driver who had their licence revoked or has been disqualified until retest should be allowed an exemption from having to complete the logbook?

Motorway driving

5. Do you think that a learner driver (Category B) should only be permitted on a motorway when accompanied by an Approved Driving Instructor

Motorway riding

6. Do you think that a learner rider should only be permitted on a motorway when accompanied by an approved Motorcycle Instructor?
7. Are there any other restrictions or conditions you believe should be applied to learners (cars or motorcycles) on motorways?

Transitional Arrangements

8. Do you think that during the transitional period learners who are still subject to a 45mph restriction should be permitted to drive on motorways?

New plating arrangements

9. Do you think that the post-test plate should be divided into two parts?
10. Do you think that the letter R should be retained?
11. Do you think the new plates should be presented in the colours of blue and white?

Exemption from Passenger Restriction

12. Do you think that drivers of the vehicles that are restricted to a maximum speed of 45mph or less as set out schedule 1 of the Motor Vehicles (Speed Limits) Regulations (Northern Ireland) 1989, should be exempt from the passenger restriction?

Programme of training Section 1 - Introduction

13. Do you think the topics proposed for inclusion in the introduction cover all required areas?

Programme of training Section 2 – Skills for life

14. Do you think there is a need to address behaviours and attitudes within the Programme?
15. Do you think the educational topics proposed for inclusion in the Skills for Life Section cover all required areas?
16. Do you think the list of Modules for Drivers and Riders covers all required areas?

Programme of training Section 3 – Knowledge and Practical training

17. Do you think that a modular approach is suitable for the knowledge and practical training section?
18. Do you think that behaviours and attitudes should be addressed within each module?
19. Do you think scenarios based on potential situations learner drivers may encounter should be included within each module?
20. Do you think that worksheets linked to the scenarios should have to be completed in each module?
21. Do you think the Programme should be available in hard copy, online or both?
22. If the Programme is made available in hardcopy, do you think A5 would be the appropriate size?
23. If the Programme is made available online, what format(s) do you think would be most useful?

Programme of training Section 4 – Logbook

24. Once the Logbook has been completed and verified, do you think the Department should set a time limit by which the learner must have received their full driving licence?
25. Once the Logbook has been completed and verified, do you think that a 2 year validity period is appropriate?
26. Do you think that the Department should set a validity period for each individual module?
27. Do you think that the logbook should record the additional information proposed (learner record, ADI/AMI/SD record and details of training event)?
28. Do you think the logbook should record any other additional information?
29. Do you think that the logbook should be available in hard copy, online, or both?
30. It is estimated that there will be an extra charge of £10 to £15 for the Programme and Logbook. Do you think this cost is reasonable?

Proposed changes to the driving test

31. Do you think that the hours in which driving tests can be conducted should be extended?
32. If the hours of testing are extended, do you think that artificial light could be used for the eyesight test to facilitate night time driving tests?
33. Do you think people would make use of the option to take their driving test later in the evening?

Developing the 'show me, and, 'tell me', element of the car practical test (technical questions)

34. Do you think that the 'show me', 'tell me' questions should be split to further assess learners' understanding?
35. If the 'show me, tell me' questions are split, do you think the 'show me' question should be asked while the vehicle is moving?
36. If the 'show me, tell me' questions are split, do you think the 'tell me' question should include a sub-question which would test understanding?

New criteria for developing driving test route based on key causation factors of collisions

37. Do you think that driving test routes should take account of the main reason for traffic collisions (i.e. make them part of the criteria for developing driving test routes)?
38. Do you think that all test routes should be of a similar design to each other and always include the same content?
39. Do you think that all test routes should be designed differently to each other so they contain different content?

Include eco-safe driving as a possible reason for failing the driving test.

40. Do you think that driving in a **non**-eco-safe way should be included in the car driving test as a possible reason for failure?

Increase the duration of the independent driving section, including the use of sat nav

41. Do you think that the independent section of the driving test should be increased to 20 minutes?
42. Do you think that sat navs should be used during the car driving test?
43. Do you think that sat navs should be used during the motorcycle driving test once it becomes practical to do so?
44. Do you think that the Department should be allowed to temporarily fit a sat nav into the candidate's vehicle for the duration of the driving test?

Consider including an element of self-evaluation prior to and after the driving test, linked to the logbook.

45. Do you think that it would be beneficial to include a self-evaluation form in the logbook?
46. Do you think that learner drivers and their trainers would use the self-evaluation forms if they were included in the logbook?

Additional Information

47. What Age Category do you fall into?
48. What Identification Category do you fall into?
49. If you have selected 'Other' or 'Group or Organisation' in Question 48, e.g. Driving Schools, Insurance Companies, Road Safety Organisations, Councils, please provide more information.