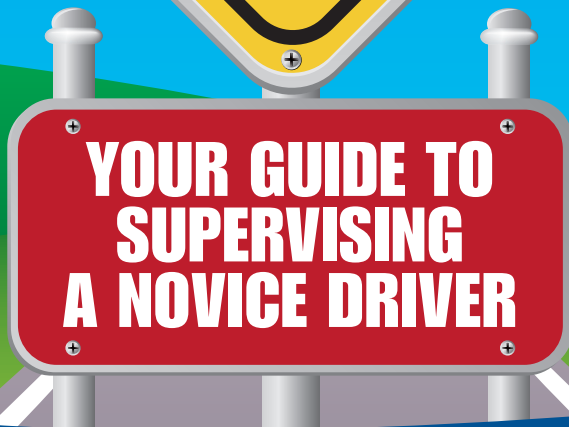


solo driver
SAFER DRIVER

SUPERVISORY DRIVERS' **HANDBOOK**

www.transport.tas.gov.au





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From time to time the Department may provide more up to date information on the internet that may differ from the information presented in this publication.

All enquiries about this handbook should be directed to:
1300 13 55 13 or
The Department of State Growth
GPO Box 1002 Hobart Tasmania 7001

CONTENTS

Introduction	2
PART 1	5
Learning to drive	5
Before you get started	7
Driving sessions	9
Making a driving session less stressful	12
Getting your learner started	12
PART 2	17
Stage 1 – Car control skills	17
Stage 2 – Developing your learner's driving skills	24
Stage 3 – Making your learner a safer driver	30
PART 3	36
The L2 and P1 Practical Driving Assessments	36
PART 4	48
Risks of solo driving	48

INTRODUCTION

Thank you for taking the time to supervise your learner. You're preparing them for a lifetime of driving. By developing safe driving attitudes and helping your learner to get plenty of practice, you will start them on a process of lifelong learning about being a safe driver.

You can be a supervisory driver if ...

- » You have a current full Australian car licence.
- » You have had no periods of licence suspension or disqualification in the past 2 years.

Did you know?

- » You and your learner must carry your licences when driving.
- » Your blood alcohol content must be below .05, but should be zero.
- » Their blood alcohol content must be zero.
- » You must sit next to them in the car.
- » Your learner must display L-plates so that they are clearly visible from the front and back of the car they are driving.
- » L1 Learner Drivers must not drive faster than 80 km/h at any time.
- » L2 Learner Drivers must not drive faster than 90 km/h in a 90 km/h zone, 90km/h in a 100 km/h zone or 100 km/h in a 110 km/h zone.
- » They must not tow another vehicle, including a trailer.

To make your learner a safer provisional driver you should help them get:

- » lots of driving experience in different road, traffic and weather conditions and
- » as much supervised on-road practice as possible.

What does your learner know?

Your learner will have passed a road rules knowledge test to get their learner licence, so they should know most of the road rules. You can check their road rules knowledge by using the list of questions available on the Transport website. In school, they may have done a pre-driver awareness course, which teaches them about responsible driving. They should also have a copy of the L1 and L2 Learner Driver Logbook, which must be completed by learner drivers and their supervisors when in the L2 licence stage.

More information ...

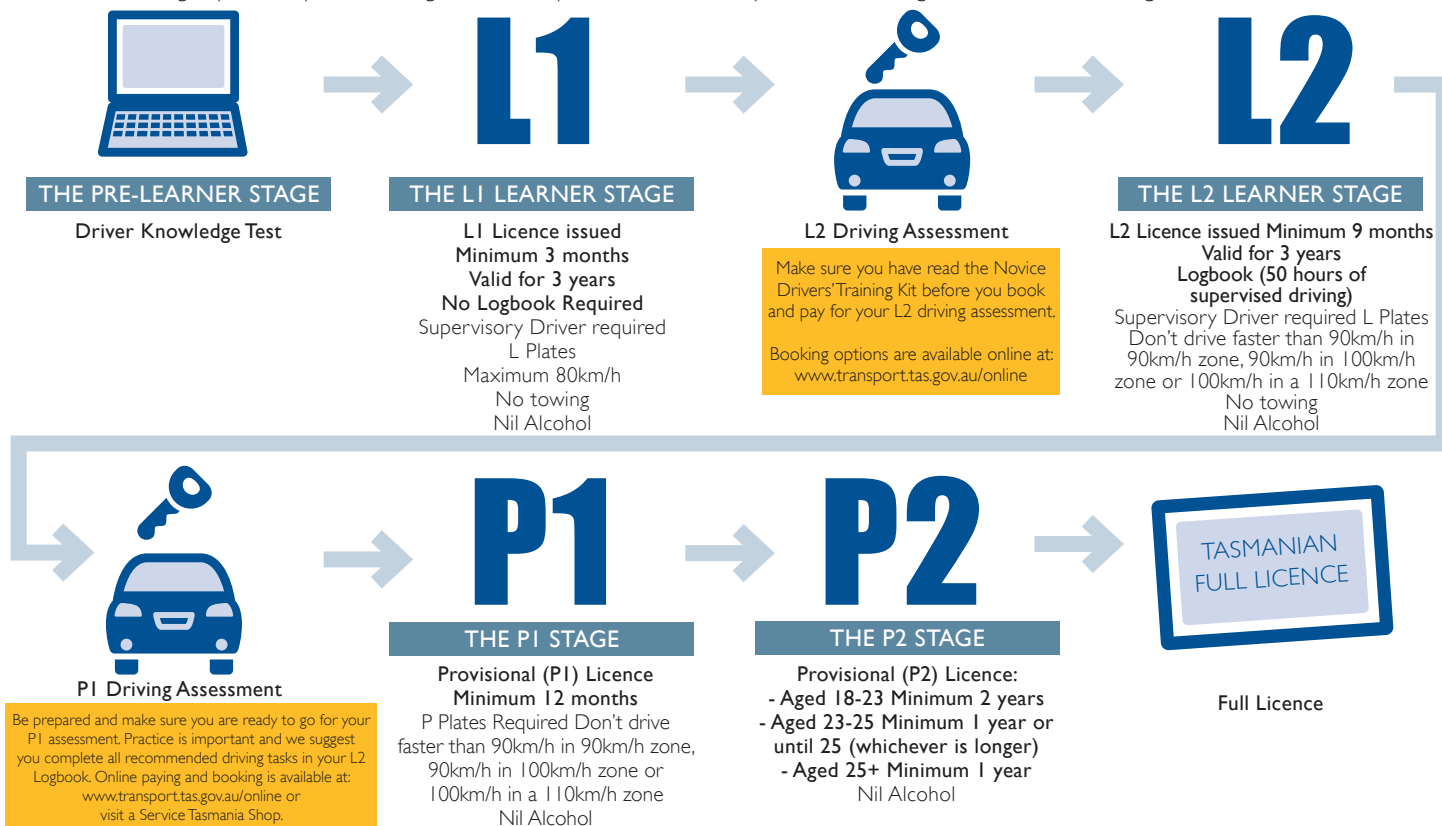
The Transport website (www.transport.tas.gov.au) has information on:

- » A Guide to your Driving Assessments*
- » the road rules, including the Tasmanian Road Rules Book*
- » the L1 & L2 Learner Driver Logbook*
- » licence and L2 and P1 practical driving assessment fees.

*also available for purchase at Service Tasmania shops

The learner and provisional period

Tasmania's graduated driver licensing scheme encourages learners to get lots of supervised practice and experience before driving on their own. The more driving experience your learner gets the safer provisional driver they'll become. The graduated driver licensing scheme looks like this:



The L1 licence period

- » Your learner will have to hold their L1 licence for at least 3 continuous months and it is recommended your learner gets a minimum of 30 hours on-road driving experience in a range of driving conditions before taking the L2 Practical Driving Assessment (L2 PDA).
- » Your learner must pass the L2 PDA to get their L2 licence.

The L2 licence period

- » Your learner will have to hold their L2 licence for at least 9 continuous months and complete the L2 logbook with a minimum of 50 hours on-road driving experience before taking the P1 Practical Driving Assessment (P1 PDA).
- » Your learner must pass the P1 PDA to get their P1 licence.

Choosing a car

Your learner must use a registered and roadworthy car. They may prefer to start in an automatic car and then move to a manual car. It is important if you're using your own car and it is insured, check your cover with your insurer.

If your learner is buying a car, you may want to check the car's safety rating. Visit www.howsafeisyourcar.com.au for useful advice on car safety.



PART 1

Learning to drive

THE THREE STAGES

As your learner progresses, they'll go through 3 different stages in learning to drive.

STAGE 1

- › Learning how to control the car.
- › Starting to learn about the different skills that are needed to drive safely (like knowing what hazards look like, the importance of using the mirrors to scan, and the types of decisions that need to be made when driving).

STAGE 2

- › Starting to control the car without thinking about it.
- › Starting to control the car in different road and traffic conditions.
- › Starting to develop early decision making, scanning and hazard perception skills.

STAGE 3

- › Controlling the car without thinking about it.
- › Controlling the car in different road and traffic conditions.
- › Always scanning and using mirrors and starting to use peripheral vision to scan on and around the road.
- › Further developing decision making, scanning and hazard perception skills.

Your learner will:

- » move from stage 1 to stage 2 fairly quickly
- » take longer to move from stage 2 to stage 3
- » never move from stage 3.

All drivers keep developing their driving skills in stage 3.

For each stage of learning to drive, this book has exercises to try with your learner, including:

- » driving tasks that help teach your learner car control skills
- » exercises to help identify hazards and how to respond to them
- » exercises to develop decision-making skills.

These exercises also help to show that learning is a progression – the more practice and experience your learner gets, the more their driving skills will increase.

Everyone learns differently – there are no rules about when your learner should move on to the next stage, or when they should take their first driving assessment.

How long does it take to get through the three stages?

It takes different learners different amounts of time, but a minimum of 100-120 hours driving experience is recommended. At least 120 hours supervised driving can reduce the risk of your learner being in a crash.

How does your learner move through the stages?

Learning:

- » having a task shown and explained to them
- » trying it themselves
- » getting feedback so they can get it right
- » practising the task as much as possible.

Getting practice:

- » getting out on the road as much as possible
- » doing a task again and again until they're comfortable with it
- » changing the conditions slightly each time they do a task.

Getting experience:

- » driving in different weather, road and traffic conditions
- » driving wherever they need to go - school, work or the shop.
These short trips are a great way for your learner to get "real life" driving experience, not just driving for the sake of it.

Did you know?

- » Driving under supervision is the safest time to be driving.
- » Both the L1 & L2 learner licences last for 3 years so there's no need to rush.

Young drivers are at a higher risk of being in a crash because they lack experience and are more likely to take risks when driving.

The best way to overcome this is to:

- » help your learner get as much driving experience as possible
- » encourage safe driving behaviour
- » talk about the risks they'll face.

Before you get started

You will play a major role in the experience and practice your learner gets. That's why it's important to take supervising seriously and think about a few things before getting in the car with your learner.

Think about your driving habits

- » Have you revised the road rules lately? The rules can change, so it's worth reading over the Tasmanian Road Rules Book to refresh your memory. You can buy it at any Service Tasmania shop or download it from www.transport.tas.gov.au. If you don't understand a road rule, or you're not sure what is correct, ring 1300 13 55 13.
- » Think about your driving skills. They may be so automatic that you find it hard to recall each separate step in a driving task. You need to be able to separate each task and explain them (and demonstrate them) to your learner so they know exactly what to do.
- » Anybody who has been driving for a long time may develop bad habits or short cuts. Your learner will be watching everything you do behind the wheel. Try to avoid passing on your bad habits by taking the time to think about your driving. Think about your habits and how safe they are. For example, do you always drive a safe distance from the car in front? Remember that this is your chance to give your learner the best possible learning experience so they'll be safer when driving on their own.

Participate in the keys2drive program

Keys2drive is a Federally funded program offering one free professional driving lesson by an accredited driving instructor to learner drivers accompanied by their supervising driver.

During the one free lesson, information and strategies for managing the first stages of solo driving are provided to the learner and the supervisory driver.

To find out more information on the keys2drive program visit www.keys2drive.com.au

Take your learner driving

Going for a drive with your learner in the front passenger seat is a great way to start off, especially if you haven't been driving together before.

This is a good time to chat to your learner about how you felt as a learner driver, and your own experiences. Reassure them that the nervousness and stress they may feel are normal for all learner drivers.

Ask your learner to watch:

- » your use of the car's controls (such as brakes, accelerator, steering wheel)
- » your application of the road rules (such as sticking to speed limits, giving way, obeying road signs)
- » your attitudes to other road users (such as giving way to pedestrians, responding to sudden changes in traffic, showing courtesy to other drivers).

Try not to overload your learner with information – they probably won't retain it all at this early stage.

Always keep in mind:

- » you don't have to be the only supervisory driver – other people can supervise your learner
- » every learner learns differently so don't try to compare your learner's experiences with other learners
- » there are no short cuts to learning to drive safely – it takes time, practice and a mature attitude.

If you need help supervising your learner, try a driving instructor.

Driving instructor(s) may be used to teach the learner some basic driving skills, to refine and improve driving skills and/or to prepare for their practical driving assessments. If you do use a driving instructor, you can help your learner to get a lot of practice and experience between lessons.

Driving sessions

Learning to drive should include both formal and informal sessions. Make time each week for a formal driving session. Then, as your learner gains more driving ability, formal sessions can be combined with informal practice such as driving to the shop or to school.

Planning a formal driving session allows you to:

- » choose what will be taught
- » check on your learner's progress and provide feedback
- » keep all skills fresh by reviewing them often.

You don't need to plan every driving session - sometimes your learner just needs to practise driving (an **informal driving session**).

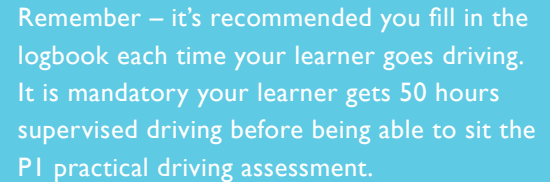
If you do a mixture of formal and informal sessions, or you're doing sessions with your learner in between lessons with a driving instructor, the L1 and L2 logbook is a good way to keep track of your learner's progress. It can also help you keep track of your learner's experience in different road, weather and traffic conditions.

Feedback

Whether your learner is having a planned driving session, or just some practise driving, you need to allow time to review their driving at the end of the session. This will help your learner become aware of their driving and start to notice their mistakes and areas that need improving.

Sometimes feedback can be given on the spot ("that was a great park" or "you need to indicate now"), but giving too much immediate feedback is less effective. All your learner's attention will be on controlling the car and watching the road - the feedback won't be absorbed.

An after-drive review is important - especially when your learner is first starting out. As your learner's driving skills increase, you should help them review their own driving.



Remember – it's recommended you fill in the logbook each time your learner goes driving. It is mandatory your learner gets 50 hours supervised driving before being able to sit the P1 practical driving assessment.

1 - DECIDE WHAT YOU ARE GOING TO TEACH

You need to think, and talk to your learner about:

What driving skills they have - don't let them try something beyond their ability or force them to try something they're not confident with

What driving skills they need to learn

What needs to be taught or revised

You need to decide what you're going to teach first, moving from easier to more difficult tasks. Give them a small number of tasks that they can complete without making many mistakes – they will learn quicker.

2 - REHEARSE DRIVING TASKS

Think about:

How you do a driving task (moving forward, turning)

How you will explain it to your learner

How you will show them

Their limited experience – you need to teach them every step in a driving task.

3 - COMMUNICATION

Think about the words and gestures you're going to use when your learner is driving. You need to:

Give instructions well in advance and always try to use the same terms (use phrases like "at the next intersection turn right" rather than "turn right at the next intersection")

Use the word "correct" rather than "right"

Hand signals can support your spoken instructions and help avoid confusion

Keep your language simple and speak in a calm voice

Use positive language ("you did the turn well, but next time you should...").

4 - DECIDE HOW YOU'RE GOING TO TEACH

When supervising, try to:

Set aside enough time to allow for discussion before and after the drive

Find a location and route that suits your learner's driving ability

Describe to your learner what they'll be doing

Encourage them to think about every step in the driving task before doing it

Demonstrate the driving task to them

Ask them to explain to you how they will do it

Let them try the task, making sure you talk them through it

Discuss how they went, giving positive feedback

Demonstrate the driving task again

Have them practise the driving task until they can do it well

Discuss how they felt when doing the driving task.

It is important you also read the L1 and L2 Learner Driver Logbook as this can also assist you in planning driving sessions including practising driving exercises and recommended driving tasks.

5 - REVIEW THIS SESSION AND DISCUSS THE NEXT ONE

Make sure you:

Leave time at the end of the driving session for review and to discuss the next session. This will give you time to give your learner feedback about the things that they did right and wrong.

Remain positive and encourage them to talk over any concerns that they may have

Reassure them (especially when starting out) that it takes a lot of experience and practice to learn how to drive.

Did you know?

To get the most out of a driving session, you should ensure that:

- » there are no distractions for your learner (such as the car radio, CD player, mobile phones or other passengers)
- » your learner can practise at their own pace - don't rush them - this can cause mistakes and loss of confidence
- » you help them fix mistakes
- » you offer feedback (both praise and criticism) on their progress
- » you stay alert and focused – if you are distracted (maybe worried or sick) it's better to postpone the driving session
- » you're relaxed
- » you're patient and positive.

Making a driving lesson less stressful

Ideally when supervising your learner you should be relaxed. However, at times you may feel stressed or anxious. Once you feel stressed or anxious it's difficult for it to go away.

REDUCING YOUR STRESS LEVELS

To help reduce your stress levels:

Allow time to get used to being a supervisory driver – when you're asked by your learner to supervise them, give yourself time to get used to the idea

Remind yourself that the learner period is one of the safest times for your learner to be driving as they are under supervision

Only allow your learner to do a driving task or drive in a situation when they have the skills to tackle it

Plan your driving sessions to occur when there are not other things worrying you

Remain positive - concentrate on the improvements that your learner is making.

Always keep in mind:

- » there's nothing wrong with a bit of stress - it's a natural reaction to a challenging situation
- » in small doses stress can help – it makes you more alert and aware
- » if you stress too much your learner may also become stressed.

Getting your learner started

Before your learner drives on a street, let them learn some basic skills in a safe place without any cars or pedestrians.

Things for your learner to do

Your learner can try these things in a driveway or an empty car park. You may choose to do others. Allow your learner to practise them as many times as is necessary for them.

PRE-ENTRY CAR CHECKS

WHY? Your learner needs to know how to check that their car is safe to drive before they start driving.

Before they get into a car, get your learner to check:

That the car is registered and roadworthy (such as the tyres are not bald, the horn, brakes, lights and windscreen wipers are in working order and its body is sound)

Basic maintenance (such as petrol levels, there are no oil or fluid leaks, the windscreen is clear, oil and water levels, indicators are working and there's enough air pressure in the tyres)

Around the outside of the car for any dangers (such as broken glass)

The direction of the wheels to see which way the car will move

That there are no children and animals near the car.

SITTING CORRECTLY

WHY? If your learner is seated properly, they will have better control of the car. You should:

Sit in the driver's seat and show your learner how to be properly seated (see page 14)

Ask your learner to sit in the driver's seat to get the feel of it and show them how to adjust things like the seat, steering wheel and mirrors.



MIRRORS

- » The rear window is in the centre mirror
- » Side mirrors allow you to just see a small part of the side of the car and a level view of the road behind (half land, half sky)
- » Mirrors should be adjusted so that you can see as much of the road as possible.

STEERING WHEEL

- » The top of the steering wheel should be no higher than the top of your shoulders
- » You can make a full turn of the steering wheel from where you're seated.

OTHER CHECKS

- » Passengers wearing seatbelts
- » Doors are properly closed
- » Inside of the car is free of loose objects
- » No ornaments blocking your view.

HEAD RESTRAINT

Top of the head restraint should be level with your ears.

DRIVING POSITION

- » Legs are apart and your right foot can operate the brake and accelerator
- » The seat supports your legs, and you can fully press the clutch pedal with your left foot
- » Knees are slightly bent
- » Back is against the seat
- » When holding the steering wheel, there's a slight bend in the elbows when your shoulders are against the seat.

SEAT

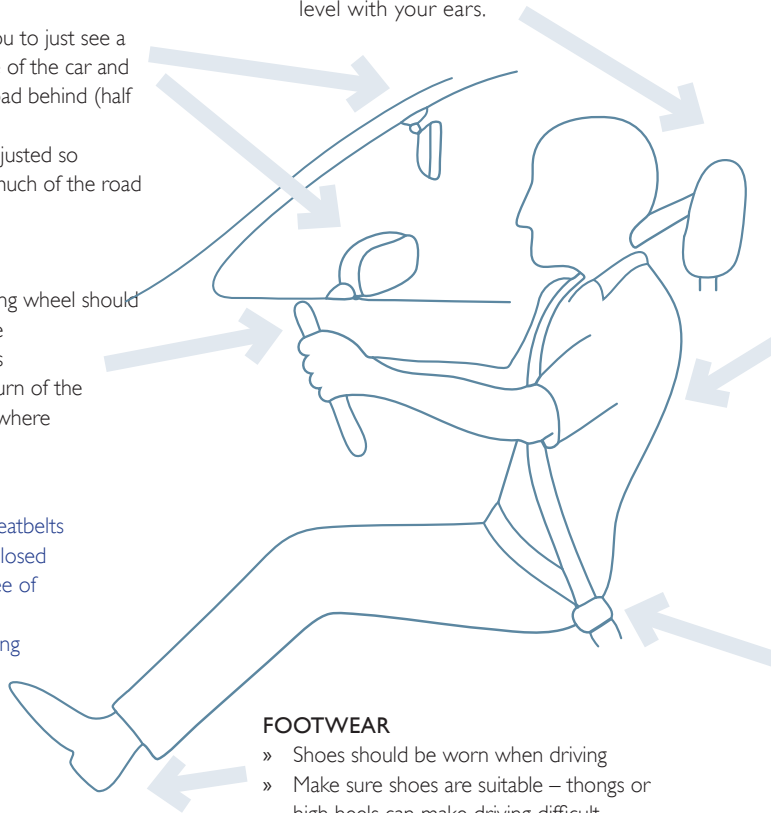
- » Upright position that is comfortable
- » The small of your back should be against the seat
- » You can reach the pedals with your feet
- » You can turn the steering wheel with your arms still slightly bent
- » Make sure you can still reach all the controls.

SEATBELT

- » Low, across your hips
- » Flat with no twists
- » Firm with no slackness
- » Not tangled or caught on anything.

FOOTWEAR

- » Shoes should be worn when driving
- » Make sure shoes are suitable – thongs or high heels can make driving difficult.



LEARNING ABOUT THE CAR'S CONTROLS

WHY? The more familiar your learner is with the car's controls, the less attention they will need to give them when on the road.

Sit in the driver's seat and show your learner the car's controls, name them and show how and when they are used:

Your learner will need to do a pre-entry check before they are ready to go on the road.

Windscreen wipers and washers

Indicators

Horn

Headlights (low and high beam)

Gauges and warning lights

Parking brake (hand brake)

Foot brake and accelerator pedals

Gears

Clutch pedal (for manual cars only)

Hazard lights

Heating system/defroster/demisters

Climate and ventilation control

Radio/CD player

Cruise control

Any other gauges and indicators

Security system and steering lock, if any

Ask your learner to sit in the driver's seat and name each car control and show how and when they are used.

BASIC CAR CONTROL TASKS

WHY? There are basic car control skills that your learner must have before driving in traffic.

In a quiet area (like a carpark or empty residential street), try these with your learner:

Holding the steering wheel – the best position for their hands on the wheel is the "10" and "2" o'clock position.

Starting and stopping the engine:

- » the car's still and the handbrake is on
- » the car's in the right starting gear (neutral, first or park).

Select a gear – your learner needs to know what gear is best for moving off (first or drive).

Moving the car straight ahead:

- » allow them to get the feeling of motion when they sit in the driver's seat and to move their car to a specific spot
- » when moving your learner should look at a point forward about 20 metres and steer towards it.

Stopping:

- » they need to get a feel for the brake and find out how much pressure to apply to stop smoothly and in the right spot
- » get your learner to watch you brake a few times before they have a go.

Moving the car backwards – get your learner to select reverse gear and gently move backwards, looking over their shoulder.

Steering – turning left and right at low speed (you can also try turning in reverse).

LEAVING THE CAR

WHY? A car must be left in a safe and legal position.

Your learner must check that:

The handbrake is on

A manual car is in first gear (if it's on the flat or facing uphill) or reverse gear (if it faces downhill)

An automatic car is in park

The tyres are turned towards the kerb

The ignition is locked and the key is removed

The windows are closed

The headlights are off

All the doors are locked

The car is legally parked (see the Tasmanian Road Rules Book)

The parking position is safe and legal.

Is your learner ready to go on the road?

Can your learner...

- ☐ do a pre-entry check?
- ☐ drive forward and reverse in a straight line for about 5 metres?
- ☐ adjust the seat and mirrors?
- ☐ apply the foot brake so that the car stops in the right place?
- ☐ check the mirrors and blind spots when necessary (before braking or pulling out from the kerb)?
- ☐ steer so the car goes where it's supposed to?
- ☐ operate the car's controls when required?

Don't rush your learner onto the road – make sure they feel comfortable behind the wheel before going for a drive.



PART 2

Stage 1 - Car control skills

What is learnt?

Your learner will learn car control skills (like steering, braking, clutch control). They will also start to learn how to control the car's movement (where it goes on the road).

How is it learnt?

Your learner develops skills in Stage 1 by:

- » watching you explain and demonstrate a task
- » practising the task themselves.

Things you need to do:

Controlling the car takes your learner's attention, so you will need to –

- » assume that they know nothing so you will have to tell them everything - even things you think they know
- » make most of the driving decisions such as choosing the route, tell them to increase or decrease speed, use the indicators/mirrors etc
- » scan on and around the road for potential hazards and explain to them what they are and what they need to do to respond to them
- » give them plenty of warning that they need to change speed or direction, or if there is a potential hazard around
- » remind them of the road rules.

	STARTING OUT IN STAGE I	DURING STAGE I	AT THE END OF STAGE I
DRIVING SESSIONS See page 9 for more information on planning driving sessions	Mostly formal driving sessions	Formal and informal driving sessions	Formal and informal driving sessions
TIME (you can be flexible with these)	15 – 30 minutes	30 – 45 minutes	Up to an hour
LOCATION Find a location that suits your learner's ability (remember to vary locations so they don't become boring)	» quiet car park » empty residential street » no through road » quiet country road (road should be sealed) (you may need to drive your learner to the location).	» quiet street in the suburbs or country town with some traffic » gradually introduce more intersections and turns » stay away from main roads and highways.	Busier suburban or city streets.
DRIVING TASKS Not all these tasks need to be done during one session, and you can choose other tasks	» moving forwards and backwards » pulling out from and in to the kerb (see page 19).	» turning from a driveway or carpark into traffic » turning around a bend » turning at intersections » reversing into a driveway (see page 19).	» example task on page 22 (emergency vehicles and parking) » commentary drives on page 23.
FEEDBACK Remember to always take time at the end of the drive to give feedback – both positive and negative	» avoid saying that any part of your learner's driving was "bad" or "hopeless" - focus on how you can both work to improve it » give your learner a chance to ask questions, or clarify anything you said during the drive.	» try to put negative feedback in the most positive terms possible - "you did this incorrectly, but next time, all you have to do is...", or "this area still needs improving, but with a bit more practice you'll be fine".	» try to get your learner to spot anything they think needs to improve with their driving.

MOVING FORWARDS AND BACK-WARDS

Give your learner some more practice moving the car to a specific spot and braking.

Ask your learner to focus on a point in front of (or behind) them and drive towards it.

PULLING OUT FROM AND INTO THE KERB

Get your learner to move from a parked position at the side of the road into traffic.

Once they've driven for a while, get them to pull over to the kerb.

Remind your learner to indicate and check their mirrors and blind spots before pulling out from or in to the kerb.

TURNING AT INTERSECTIONS

Teaches your learner how to enter an intersection to turn left or right.

Get them to try turning left first, as there's less traffic to give way to.

When they're comfortable turning left, try right hand turns.

Get your learner to turn at T-intersections as well, to make sure they understand the different give way rules.

Remind your learner to slow down when approaching any intersection, and be prepared to stop.

ENTERING TRAFFIC

Get your learner to turn out of a driveway or carpark into the street.

Remind your learner that they must abide by any traffic signs or lines applying to the road they are entering.

TURNING

Your learner needs to get a feel for turning the car and changing its direction.

Find a spot like a large car park and ask your learner to practise turning left and right.

To improve your learner's steering you could place boxes or obstacles, set wide apart, and ask them to drive around them.

REVERSING INTO A DRIVEWAY

Gives your learner practice changing the car's direction when it's in reverse.

Get them to try reversing and turning in a big area like a carpark before they try reversing into a driveway.

Try to choose wide driveways so they have some room for error.

Things to remember when doing driving tasks

When your learner is driving, make sure they:

Check their blind spots before changing lanes or overtaking, doing manoeuvres and pulling over to (or out from) the kerb

Know that motorcycles, bikes and pedestrians can be hard to see.

When your learner is accelerating, make sure they:

Accelerate smoothly, avoiding sudden changes of speed

Maintain a steady speed by smoothly adjusting the accelerator when necessary

If they come to a hill, use the accelerator (rather than the car's gears) to keep a steady speed.

When your learner is using the car's controls, make sure they:

Check the gauges and warning lights after the engine starts

Respond to gauges and warning lights when driving

Use switches and other controls as they need them.

When your learner is driving, make sure they:

Brake before a turn, so that they take the corner at a suitable speed

Keep a steady speed when turning

Accelerate out of a turn, not during it

Adjust steering, braking and acceleration to handle changes in road conditions (for example, braking gently on gravel roads to avoid skidding)

Combine braking and gear changing efficiently.

When your learner is braking, make sure they:

Use the brake mainly when the car is travelling straight

When going down hills, use an appropriate gear to help the car's brakes (in a manual car)

Vary the brake pressure as the road surface changes

Brake smoothly and steadily by applying pressure slowly, then easing it off and back on as necessary

Check rearview mirror to see how close other vehicles are travelling

Come to a steady stop at the correct stopping point.

When your learner is using the gears, make sure they:

Use a suitable gear for the car's speed and the driving conditions

Change gears smoothly, matching the gear to the speed of the engine to avoid jerking

Choose a suitable gear when going down hills.

When your learner is steering, make sure they:

Sit so they can properly hold and control the wheel

Don't hold the wheel too tightly

Steer smoothly, making the car go exactly where it should

Steer with both hands (unless they're using other controls).

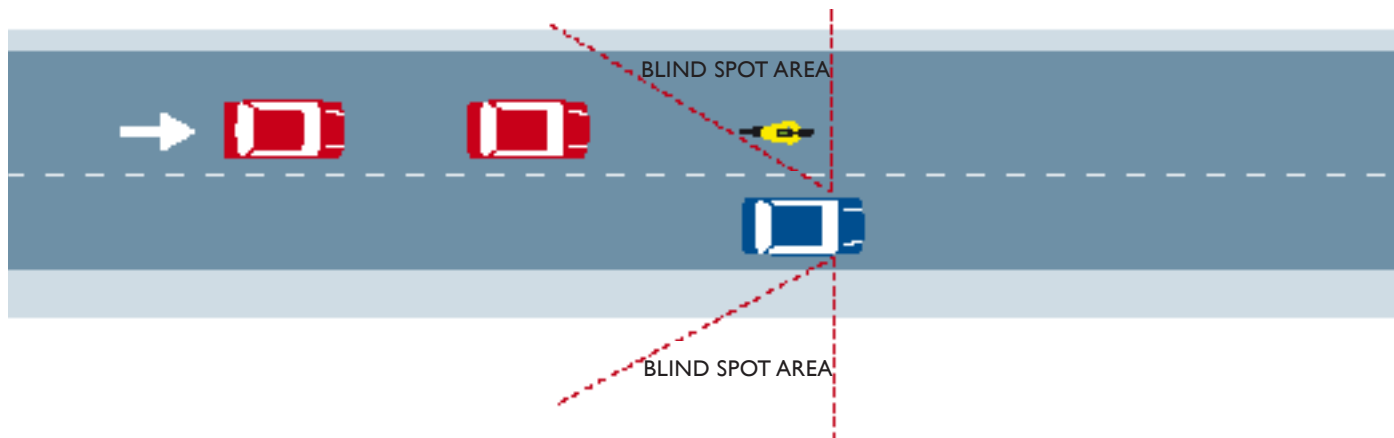
Checking Blind Spots

Checking your blind spots is an essential observation skill as many crashes occur because drivers do not turn their head and look over their shoulder before steering. If your learner doesn't do head checks at the appropriate times they won't pass the practical driving assessments.

It is important that your learner driver is taught to check blind spots before:

- » Changing lanes
- » Leaving or returning to the kerb
- » Merging or diverging
- » Reversing
- » Turning left – looking for pedestrians, bicycles and motorcycles that could be beside you in your blind spot
- » Turning right – looking for vehicles that may be overtaking you
- » Leaving the inside lane of a multi-lane roundabout.
- » Remember all vehicles have blind spots.

Remember when reversing to make sure your learner turns their head and looks over their shoulder to check through the rear window for vehicles and pedestrians that may not be visible in your mirror.



Example tasks

EMERGENCY VEHICLES

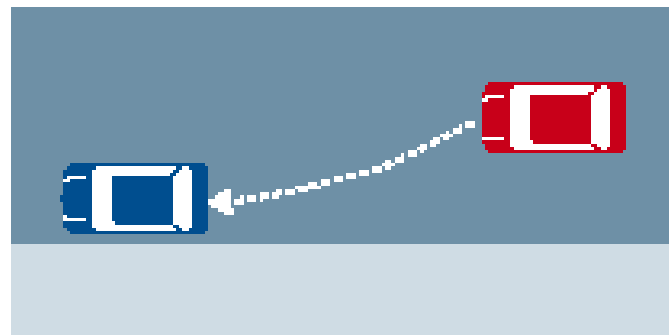
Take your learner driving in a quiet area.

Tell them that when you say “ambulance” they must pretend there is an emergency vehicle approaching them from behind.

Explain that they must safely pull over to allow the “ambulance” to pass.

Remind them that they must be aware of traffic on the road, and not pull over until it is safe.

Make sure they use their mirrors, check their blind spots and indicate when they are pulling over.



Forward parallel park

PARALLEL PARKING

Show your learner how you do a forward parallel park, and explain the steps involved (ease towards the kerb, straighten the wheel, reverse back if necessary).

Take them driving in a fairly empty street.

Talk them through the steps again.

Get them to try parking away from other cars.

After some practice, ask them to park behind another car.

Commentary Drives

HAZARD PERCEPTION

Taking your learner on a “hazard perception” commentary drive will help them understand how to scan for, recognise, assess and respond to potential hazards.

Sit in the driver's seat and explain to your learner that you're going to go for a drive to point out hazards.

Drive in a familiar area (maybe where they've been practising).

As you're driving, talk about the hazards (or potential hazards) you spot, such as:

- » pedestrians (from the left, right, ahead or behind)
- » other motor vehicles (from the left, right, ahead, behind or oncoming).
- » other road users such as cyclists (to the left, right, ahead, behind or oncoming)
- » details of the environment such as intersections, lights, road signs, road conditions (left, right and ahead).

Talk about your response to each potential hazard - how you assess the risk of it becoming an actual hazard, what your actions will be, what would happen if you ignored the hazard.

DECISION MAKING

Taking your learner on a “decision making” commentary drive will help them understand when, how and why driving decisions are made.

Sit in the driver's seat and tell your learner that you're going to go for a drive to talk about driving decisions.

Drive in a familiar area (maybe where your learner has been practising).

As you're driving, talk about all of the decisions you're making, such as:

- » choosing when to use indicators, check mirrors, check your blind spots, do a manoeuvre or change your speed
- » choosing the path of your car on the road
- » thinking ahead to choose the driving route you'll take.

Tell them when and why you are making each decision, and any details that will help explain why you're making that decision.

Is your learner ready to move on?

Can your learner...

- ☐ stop the car at the correct spot?
- ☐ use their rear and side mirrors and check blind spots?
- ☐ use their car controls (like gears, brakes, clutch, indicators, lights) correctly and at the right times?
- ☐ drive the car smoothly in a set path?
- ☐ turn at intersections?
- ☐ reverse into a driveway?

Does your learner...

- ☐ know that there are hazards on and around the road that drivers must scan for and respond to?
- ☐ understand that driving involves many decisions that have to be made quickly and appropriately?

These are the “basics” of learning to drive. Your learner will have to use the skills learnt during this stage every time they get in the car. It is important that you revisit these basic skills in later stages.

Stage 2 - Developing your learner's driving skills

What is learnt?

Your learner will begin to use the controls without thinking about them - they become automatic.

Their driving skills should be improving so that they can combine their car control skills while fitting in with other traffic and being more aware of hazards.

How is it learnt?

Your learner develops skills in Stage 2 by:

- » getting lots of driving experience and practice in different road, weather and traffic conditions
- » doing manoeuvres (such as 3 point turns, parking and U-turns).

Things you need to do

- » Continue to look out for potential hazards on and around the road and explain how they can respond to it (your learner may see a hazard but may not be sure how to respond to it)
- » Limit distractions (like the radio) and make sure mobile phones are switched off
- » Make most of the navigating decisions and choose the appropriate manoeuvres
- » Remind your learner to:
 - › let other road users know what they're doing (indicating)
 - › stay within their lane, or to the left of the road
 - › always use their mirrors and check blind spots.

Stage 2 driving sessions

	STARTING OUT IN STAGE 2	DURING STAGE 2	END OF STAGE 2
DRIVING SESSIONS	Formal	Formal and informal	Formal and informal
TIME (approximately)	One hour	One hour for formal sessions	One hour for formal sessions
LOCATION Find a location that suits your learner's ability (remember to vary locations so they don't become boring)	<ul style="list-style-type: none"> » busy suburban street or country town to do car control tasks » quiet, wide street in the suburbs or country town - to practise manoeuvres. 	<ul style="list-style-type: none"> » choose road and traffic situations that suit the tasks you're doing » change the locations so that your learner gets driving experience in different traffic and road conditions. 	<ul style="list-style-type: none"> » choose road and traffic situations that suit the tasks you're doing » change the locations so that your learner gets driving experience in different traffic and road conditions.
DRIVING TASKS	<ul style="list-style-type: none"> » car control tasks from stage 1 » some manoeuvres (see page 26). 	<ul style="list-style-type: none"> » changing lanes » turning at a slip lane » merging lanes » hill starts (see page 27) » all of the manoeuvres. 	<ul style="list-style-type: none"> » all of the manoeuvres » example tasks on page 27 and page 28 (emergency vehicles and parking) » commentary drives on page 28.
FEEDBACK	<ul style="list-style-type: none"> » Continue to give your learner positive feedback on their driving, and ways to improve the areas of their driving that still need work. 	Tell your learner: <ul style="list-style-type: none"> » if they forget to make a decision or do something (like forget to indicate) » if they make the wrong decision (like go into a bend at the wrong speed). 	<ul style="list-style-type: none"> » Start trying to get your learner to pick up on their errors - "what did you forget to do?" or "do you know what went wrong?"

Manoeuvres

Practising manoeuvres will help your learner's car control skills become automatic. As your learner practises manoeuvres, they'll learn when and how to do them without thinking about it. They should keep practising manoeuvres until each movement is smooth (no hesitation) and they remember to use their mirrors, check blind spots, indicate and obey the road rules.

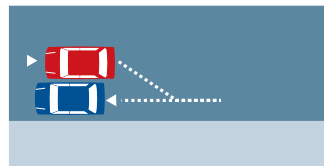
When doing a manoeuvre, your learner should:

- » make sure it's legal and safe (traffic should not be blocked)
- » start in the right place so that the manoeuvre is done as quickly and safely as possible
- » check mirrors and blind spots and use the indicators
- » control the direction and movement (so it is steady and smooth) of the car
- » end the manoeuvre correctly (the car's parked parallel and close to the kerb).

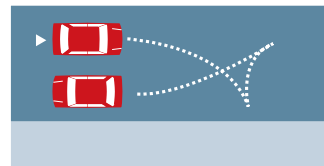
Once your learner is ready to take their driving assessment, make sure that when doing manoeuvres, they avoid:

- » hesitating or pausing
- » holding up traffic.

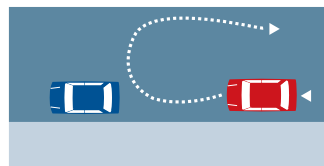
The pictures below show how many moves a manoeuvre could be completed in.



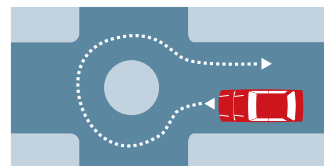
Reverse parallel park (3)



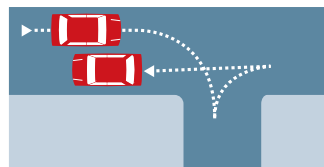
3-point turn (3)



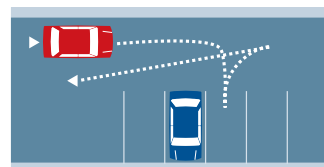
U-turn (1)



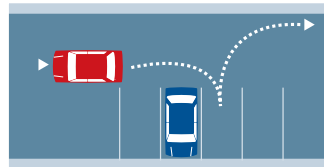
U-turn at a roundabout (1)



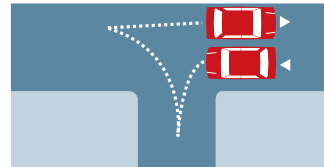
Drive forward into a driveway on the right, then reverse and change direction.



Do a forward angle park and reverse out (3)



Do a reverse angle park and drive out (2)



Drive forward into a driveway on the left, then reverse out to go back along the street in the opposite direction (3)

TURNING AT A SLIP LANE

When your learner is turning at a slip lane, make sure they:

Give way to all traffic and obey any traffic light arrows that apply to the slip lane

Try to pick a suitable gap to turn – they shouldn't hold up traffic behind them for too long.

CHANGING LANES

Gives your learner practice changing lanes on roads where there are 2 lanes of traffic flowing in the same direction.

Make sure your learner gets into the habit of checking their blind spot and using their mirrors before attempting to change lanes.

Don't forget your learner must indicate before changing lanes.

HILL STARTS

Teach your learner how to move off from a stationary position on a hill.

Show them how to do a hill start first, and explain how to coordinate the clutch, accelerator and handbrake.

They'll be busy using the car's controls, but it's very important that they keep a lookout for vehicles and pedestrians before entering traffic.

When they can confidently do this task, they should practise doing it where there is more traffic.

MERGING LANES

Gives your learner practice merging with another lane of traffic.

When 2 lanes merge (so there are no line markings at the end of the lane) the car ahead has the right of way.

Remind your learner to check their blind spots and mirrors before merging, so they know where the other cars are.

Example tasks

These are similar to the examples in Stage 1, just a bit more difficult. The increased traffic flow in "emergency vehicles" will mean that your learner has to be more aware of what other drivers are doing. Reverse parking can take a lot of practice, so it's best to avoid traffic for now.

EMERGENCY VEHICLES

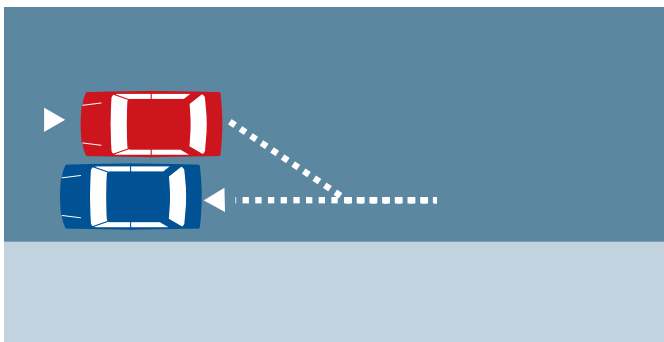
Take your learner driving in an area with light traffic (maybe a busier residential area).

Tell them that when you say "ambulance" they must pretend there is an emergency vehicle approaching them from behind.

Remind them that they must be aware of traffic on the road, and not pull over until it is safe.

Explain that they must safely pull over to allow the "ambulance" to pass.

Make sure they use their mirrors, check their blind spot and indicate when they are pulling over.



REVERSE PARALLEL PARKING

Show your learner how you do a reverse park, and explain the steps:

- » line up next to the car in front
- » reverse slowly, then turn the steering wheel towards the kerb
- » reverse back further; turn the steering wheel in the opposite direction while continuing to reverse
- » drive forward slowly and turn the wheel to straighten the car.

Take them driving in a fairly empty street and talk them through the steps again.

Try using witches hats or buckets to mark out a "car".

Get them to try reverse parking.

Commentary Drives

HAZARD PERCEPTION

This drive will help your learner start to identify and assess potential hazards.

Sit in the driver's seat and explain to your learner that you're going to drive while they point out hazards on and near the road.

Drive in a familiar area (maybe where you did a commentary drive in Stage 1).

As you're driving, ask your learner to point out all the hazards (or potential hazards) they spot - they should be on both sides of the road, in front, behind and oncoming vehicles.

Ask them to tell you what the vehicle in front or behind might do, and how they get clues from the driver (indicators, speed, hand gestures or facial expressions, direction of the tyres).

If they have the chance, ask them to tell you what their response would be to the hazards they spot.

DECISION MAKING

Sit in the driver's seat and explain to your learner that you're going to drive while they talk about all the decisions you're making.

Drive in a familiar area (maybe where you did a commentary drive in Stage 1).

As you're driving, ask your learner to tell you all the decisions you're making, such as:

- » choosing when to use your indicators, check mirrors, check your blind spots, do a manoeuvre or change your speed
- » choosing the path of your car on the road
- » navigating decisions (which route to take).

If they have the chance, ask them to tell you if there were any other possible decisions that you could have made, or decisions that they would have made differently.

Is your learner ready to move on and get their L2 licence?

Can your learner...

- ☐ obey traffic signs, road markings and traffic lights and other road laws?
- ☐ steer the car in an appropriate position, and keep to it, on the road?
- ☐ use mirrors, and check their blind spots when changing direction or braking?
- ☐ drive smoothly so that passengers are comfortable?
- ☐ keep a reasonable speed in traffic?
- ☐ check their blind spots and mirrors when doing manoeuvres?

- ☐ start and stop on hills?
- ☐ choose the appropriate speed and road position to do manoeuvres and driving tasks?
- ☐ park the car (parallel and reverse)?
- ☐ choose a safe and legal spot to park their car?
- ☐ maintain a safe distance behind vehicles?
- ☐ identify and respond to some hazards or potential hazards on or near the road?
- ☐ change and merge lanes?
- ☐ identify different decisions that a driver has to make?

Get your learner to go back and practise the tasks in Stage 1 - this will help revise all the skills they've learnt so far. It will also show your learner how much they have already learnt, which can help motivate them to continue practising.



Stage 3 - making your learner a safer driver

What is learnt?

Your learner has developed good car control skills so each driving skill and task is done confidently and smoothly.

Their car control skills have become automatic; this means they can now start developing their higher order driving skills (such as hazard perception, decision-making and risk assessment). Higher order skills take a long time to develop.

How is it learnt?

Your learner can only develop these driving skills through getting driving experience in different driving conditions and situations. You should start to include unfamiliar locations, and try driving in more challenging conditions, like at night.

Things that you should do

- » encourage your learner to get lots of driving experience in all types of road, weather and traffic conditions
- » go back over the tasks from Stages 1 and 2 to get more practice doing manoeuvres and driving tasks
- » remember that you will still have to look out for potential hazards – your learner is still an inexperienced driver and won't notice everything going on around them.

Stage 3 driving sessions

	STARTING OUT IN STAGE 3	DURING STAGE 3	END OF STAGE 3
DRIVING SESSIONS	Formal and lots of informal	Some formal and lots of informal	Some formal and lots of informal
TIME (approximately)	One hour for formal sessions	One hour for formal sessions	One hour for formal sessions
LOCATION Find a location that suits your learner's ability (remember to vary locations so they don't become boring)	» choose road and traffic situations that suit the tasks you're doing » to challenge your learner more, try different locations with more traffic for Stage 1 and 2 tasks.	» choose road and traffic situations that suit the tasks you're doing » to challenge your learner more, try different locations with more traffic for Stage 1 and 2 tasks.	» choose road and traffic situations that suit the tasks you're doing » to challenge your learner more, try different locations with more traffic for Stage 1 and 2 tasks.
DRIVING TASKS	» tasks from Stages 1 and 2 » some of the different driving conditions on pages 32 and 33 (like rural or urban driving, unsealed roads).	» tasks from Stages 1 and 2 » more of the different driving conditions on pages 32 and 33 (like wet weather and night driving).	» example tasks on page 33 » commentary drives on page 34 » talk about the risks of driving solo (see Part 4).
FEEDBACK	» even though your learner has been practising for a long time, each time you drive you still need to make time for an after-drive review.	» Your learner should now be able to evaluate their own driving performance, so encourage them to pick up on their own mistakes » If they don't pick up on a mistake, prompt them by asking "do you know what you forgot to do?" or "what went wrong there?".	» During the feedback sessions, try to get them to do most of the talking - talking about their driving makes them more aware of their performance on the road.

Responding to the driving environment

RESPONSIVENESS

When driving in different road and weather conditions, your learner will need to be able to respond to changes in their driving environment. Make sure your learner:

Scans on and around the road for things that could become a hazard (blind intersections, pedestrians, cyclists, cars blocking their view)

Positions their car so they can see as well as possible (dropping back from large vehicles so they can see more of the road ahead and approaching corners so they can see as far around the corner as possible)

Matches their speed to their seeing distance, especially when approaching blind intersections and curves, hills or cars parked on the side of the road

Moves their car on the road to keep away from things that may be dangerous (moving the car to the left when coming to the crest of a hill or moving towards the centre of the road when coming to a parked car)

Adjusts their driving in good time when other people do something that may be unsafe

Immediately corrects their driving if they make a mistake or find themselves in an unsafe situation.

UNSEALED ROADS

Remind your learner:

To drive at a speed appropriate for the conditions

Not to suddenly change direction or stop – this may cause the car to skid. They need to drive smoothly and slow down so they feel more comfortable.

DIFFERENT WEATHER CONDITIONS

Before driving on wet or frosty roads remind your learner that they need to:

Drive at a speed appropriate for the conditions

Try to drive on the driest part of the road

Brake and accelerate gently and steadily

Double their following distance

Use the windscreen wipers if necessary

Turn the headlights on if necessary (like in dull light conditions, wet weather).

DUSK/DAWN DRIVING

At sunrise or sunset, the sun can “blind” your learner, show them how to use the visor to help block out the sun.

Animals are most active at dawn and dusk, so explain to your learner that they must also scan to the sides of the road and be prepared to stop.

COUNTRY DRIVING

When driving in country areas, explain to your learner that:

There are less clues and warnings (like signs and road markings) about what to do when driving than there are in the city.

They'll need to make different decisions to the ones they make on city roads, such as choosing a speed that suits the road surface and width, the tightness of corners or the steepness of hills.

They will often drive for a long time without seeing any intersections or other traffic, but they must still be alert and watch for hazards.

URBAN DRIVING

When driving in urban areas, explain to your learner that they need to:

Relax and keep a comfortable speed

Always scan on and around the road, and use their mirrors to scan behind them

Maintain a safe following distance

Fit in with other traffic.

NIGHT DRIVING

Explain that distances may seem different at night.

Explain that your learner will only be able to see what is in the path of the headlights.

Show them how to use and dip the headlights.

Tell them to look at the left-hand side of the road instead of directly at a car's headlights.

Example tasks

In these examples we increase the difficulty even further than in Stage 2, by doing the tasks in heavier traffic.

EMERGENCY VEHICLES

Take your learner driving in an area with traffic (the middle of the city or a busy shopping zone).

Tell them that you are going to say "ambulance" again, and they must pull over safely.

Make sure you explain to your learner that they must be very aware of other traffic and can only pull over when it is safe.

It's important to talk about what happens if they can't pull over (such as slowing down and stopping, and keeping an eye on what other cars are doing).

REVERSE PARALLEL PARKING

Take your learner driving in medium traffic (such as a busy residential area).

Find a street where you can do a reverse parallel park behind another car.

Ask them to do a reverse park.

Make sure they are aware of other traffic, and use their indicators to let drivers know what they are doing.

Commentary Drives

HAZARD PERCEPTION

Explain to your learner that they are going to drive and point out hazards.

Drive in a familiar area (e.g. where you did the previous commentary drives).

Ask them to talk about the hazards (or potential hazards) they spot, such as:

- » pedestrians (from the left, right, ahead or behind)
- » other motor vehicles (from the left, right, ahead, behind or oncoming)
- » other road users such as cyclists (to the left, right, ahead, behind or oncoming)
- » details of the environment such as intersections, lights, road signs, road conditions (left, right and ahead).

If your learner has the chance, ask them to tell you what their response was (or would be) to the hazards they spot.

DECISION MAKING

Explain to your learner that you want them to plan a driving route.

Ask them to choose a destination and to let you know how they plan to get there (for example, going through town and along the main road to get to the swimming pool).

Remind them to:

- » use road signs and markings to help them get where they're going (such as making sure they're in the correct lane if they need to turn)
- » adjust their route if they make a mistake, so even though they may have taken a wrong turn, they can still work out how to get to their destination.

Try not to help them out or give them directions unless they really need it

Always keep in mind

- » remind your learner to use their mirrors and blind spots and also keep a lookout yourself
- » they may look more to the front and to the right of the car than to the left and the rear so you need to remind them to check to the left and the rear
- » your learner will probably perceive risks less quickly than an experienced driver - learners tend to think the degree of risk is much lower than it actually is.

Is your learner ready to get their Ps?

Can your learner

- ☐ drive in a range of conditions (e.g. night, wet weather) with little or no help?
- ☐ identify and assess hazards?
- ☐ drive on major, minor and country gravel roads?
- ☐ make appropriate driving decisions?
- ☐ anticipate common road hazards and react to them appropriately?
- ☐ still do all the tasks in Stages 1 and 2?





PART 3

The L2 and P1 Practical Driving Assessments

L2 Practical Driving Assessment

The L2 practical driving assessment (L2 PDA) will assess how your learner's driving is progressing during the Learner stage.

The L2 PDA assesses basic car handling skills in low density traffic environments to ensure your learner's car control skills have become automatic. It also includes a 3 point turn manoeuvre so it is important your learner practices all driving manoeuvres as shown on page 26.

It is recommended your learner obtain around 30 hours of supervised driving in a variety of road and weather conditions. If they are competent in the L2 assessment they are able to get their L2 licence and start learning the more challenging driving skills such as hazard perception and responsiveness.

The L2 PDA is made up of four sections. In all sections your learner will need to follow the Driving Assessor's directions. In one section your learner will be required to undertake a 3 point turn manoeuvre. The L2 PDA looks like this:

Follow
directions

Follow
directions

3 point turn
manoeuvre

Follow
directions

Reminder – Before starting the L2 PDA, your learner will be asked to identify cabin features such as hazard lights, handbreak, front demisters, headlights, wipers and indicators.

During your learner's L2 PDA, their driving assessors will watch them and use the assessment items below, to judge their driving skills.

ASSESSMENT ITEM	WHAT IS IT?	LOOKS AT HOW WELL YOUR LEARNER ...
Flow	How your learner combines driving skills together (like smoothly joining each driving task in a manoeuvre together)	Combines their car control skills when driving
Movement	How smoothly your learner drives their car backwards and forwards and manages its speed	Combines their car control skills when driving
Path	How your learner keeps their car in its lane and chooses the best road position for doing manoeuvres	Combines their car control skills when driving
Look	How your learner checks their car mirrors and looks over their shoulder to interact with other traffic (like checking their blind spots)	Has developed their basic driving routines
Signal	How your learner signals their intention to turn or change lanes (includes keeping their car's indicators "on" until after the turn is completed)	Combines their car control skills when driving
Vehicle management	How your learner manages important driving tasks (like responding to the car's instruments and using car controls as needed)	Combines their car control skills when driving

When you and your learner both agree that they are ready to take their L2 PDA, you should give them some practice assessments so they know what to expect. The L2 practice assessments should be as close as possible to a real driving assessment.

Following Directions

To help your learner practise following directions:

- » Plan where you want your learner to drive and make sure that it includes things like traffic lights, traffic signs, intersections and roundabouts
- » Ask them to start driving and direct them where to drive (you should give instructions such as “at the next intersection, turn left”)
- » When they complete the drive, give them feedback on the things they did well and what they need to improve.

Do a Practice L2 Assessment

When you are both happy that your learner can follow directions, your learner should try a practice L2 assessment.

Like the L2 driving assessment, a practice L2 assessment should have 4 sections.

Follow these steps to help your learner do a practice assessment:

- » Choose a location for the assessment. Remember the L2 assessment will be conducted in low density traffic environments
- » Plan 3 ‘following directions’ sessions and a manoeuvre. The practice assessment should last for about 25 minutes
- » ask your learner to identify different cabin features
- » Follow the steps in this chapter for following directions
- » Use the L2 practice assessment form on page 39 and the “quick guide to assessment items” on page 46 (exclude Responsiveness and Hazard Identification) to assess your learner
- » Give your learner the L2 practice assessment form and explain what they did well and what they need to improve on.

Repeat practice assessments as many times as you like until your learner is confident in doing them.



L2 PRACTICE ASSESSMENT FORM		L	S	F	M	P	VM
Section 1	Follow Directions to Section 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 2	Follow Directions to Exercise in Section 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 3	Manoeuvre (3 point turn)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 4	Follow Directions back to assessment centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L = Look

S = Signal

F = Flow

M = Movement

P = Path

VM = Vehicle Management

Is your learner ready to do the L2 practical driving assessment?

Can your learner...

☐ Successfully complete a practice L2 assessment?

☐ Get ticks on the assessment items?

PI PRACTICAL DRIVING ASSESSMENT

The PI practical driving assessment (PI PDA)

To make sure that your learner is ready to start driving on their own, they must pass the PI PDA. If they pass it, they're ready to get their provisional licence.

The PI PDA is made up of six sections. In four sections your learner will need to follow the Driving Assessor's directions, in one section your learner will be required to do the hazard identification exercise (see page 34, Commentary Drive, Hazard Perception) and in another section your learner will also do a highway drive, which includes a highway merge. In two sections your learner will need to do driving exercises (see page 42, Driving Exercises). The PI PDA looks like this:



The PI PDA looks at how well your learner:

- » uses their car controls without thinking about them and displays spare attention
- » has started to develop early higher order driving skills (such as decision making, scanning and responding to hazards) and
- » checks whether they're ready to start driving on their own.

Remember – everyone learns differently; your learner may take longer than the mandatory 50 hours before they're ready to take the PI PDA.

During your learner's PI PDA, their Driving Assessor will watch them and use the assessment items used in the L2 assessment (see page 37) and those below, to judge their driving skills.

ASSESSMENT ITEM	WHAT IS IT?	LOOKS AT HOW WELL YOUR LEARNER...
Responsiveness	How your learner notices and responds to hazards to their safety and the safety of other road users (like adjusting their speed when they are driving near a potential hazard).	Responds to what is happening around them when driving.
Hazard Identification	How you learner identifies and verbalises hazards (or potential hazards). Hazards include: <ul style="list-style-type: none"> » pedestrians (from the left, right, ahead or behind) » other motor vehicles (from the left, right, ahead, behind or oncoming) » other road users such as cyclists (to the left, right, ahead, behind or oncoming) » details of the environment such as intersections, lights, road signs, road conditions (left, right and ahead). 	Identifies and verbalises hazards on their left, right, ahead, behind or oncoming while driving.

When you and your learner both agree that they are ready to take their PI PDA, you should give them some practice assessments so they know what to expect. The PI practice assessments should be as close as possible to a real PI driving assessment.

Driving exercises

Here are three examples of driving exercises:

NAME	“I LEFT SOMETHING BEHIND”	“STOPPING FOR SHOPPING”	“FINDING AN ADDRESS”
Instructions	Tell your learner that they have just visited a friend’s house and remember that they have left something behind at their house and need to go back to get it.	Tell your learner that they have stopped just past the entrance to a car park on a busy street. They need to turn into the next side street on the right, turn around and come back to find a place to park.	Tell your learner they are looking for a certain address. They need to turn into the correct street, find the house and, if necessary, turn around so they can park in front of the house.
First driving task	1. turning around to go back Your learner may choose to: <ul style="list-style-type: none"> › turn around using a driveway; or › do a 3 point turn; or › do a U turn. 	1. turning around to go back Your learner may choose to: <ul style="list-style-type: none"> › turn using a driveway; or › do a 3 point turn; or › do a U turn. 	1. turning around to go back Your learner may choose to: <ul style="list-style-type: none"> › turn using a driveway; or › do a 3 point turn; or › do a U turn.
Second driving task	2. turning around to park outside the house again Your learner may choose to: <ul style="list-style-type: none"> › turn using a driveway; or › do a 3 point turn; or › do a U turn. 	2. entering the car park to park next to another vehicle Your learner may choose to: <ul style="list-style-type: none"> › enter the parking space forwards; or › enter the parking space backwards. 	2. parking outside the house Your learner will do a reverse parallel park.

You can use these examples, or come up with some of your own, to help your learner do practice driving exercises.

- » Choose the exercises you are going to do
- » Choose a location (start in quiet, wide streets – residential areas are best)
- » Get your learner to choose the best manoeuvres to complete the exercise
- » Once they're comfortable doing the exercises, try a whole practice assessment.

Following Directions

To help your learner practise following directions:

- » Plan where you want your learner to drive and make sure that it includes things like traffic lights, traffic signs, intersections, roundabouts and highways
- » Ask them to start driving and direct them where to drive (you should give instructions such as "at the next intersection, turn left")
- » When they complete the drive, give them feedback on the things they did well and what they need to improve.

Do a Practice P1 Driving Assessment

When you are both happy that your learner can do the exercises and follow directions, your learner should try a practice P1 assessment.

Like the P1 PDA, a practice P1 assessment should have 6 sections.

Follow these steps to help your learner do a practice P1 assessment:

- » Choose a location for the assessment
- » Plan 2 driving exercises (made up of 2 manoeuvres). Also plan 4 'following directions' sessions, one of which should include a highway merge, highway drive and another should include the hazard

identification exercise. The practice assessment should last for about 35 minutes

- » Follow the steps in this chapter for practising exercises and following directions
- » Use the P1 practice assessment form on page 44 and the "quick guide to assessment items" on page 46 to assess your learner
- » Give your learner the form and explain what they did well and what they need to improve on
- » Repeat practice assessments as many times as you like until your learner is confident in doing them.

It is important to remember that your supervisory driver is not a trained Driving Assessor so your practice assessment may not be exactly the same as your actual assessment

PI PRACTICE ASSESSMENT FORM		L	S	F	M	P	VM	R	HI
Section 1	Follow Directions to Exercise A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Section 2	Exercise A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Section 3	Follow Directions to Exercise B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Section 4	Exercise B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Section 5	Follow Directions (highway drive) to Exercise C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Section 6	Follow Directions (including hazard identification exercise) to your starting point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div> <div>Pedestrians</div> <div><input type="checkbox"/></div> <div>L R A B</div> </div> <div> <div>Vehicles</div> <div>L R A B O</div> </div> <div> <div>Other</div> <div>L R A B O</div> </div>

L = Look

S = Signal

F = Flow

HI = Hazard Identification

L = Left

B = Behind

M = Movement

P = Path

R = Responsiveness

VM = Vehicle Management

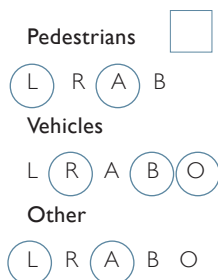
R = Right

O = Oncoming

A = Ahead

How to mark the practice Hazard Identification exercise

The hazard identification exercise is marked over 2 intersections; as a supervisory driver you are required to detect and circle the hazards that you would expect an experienced L2 licence holder to see.



Remember

L = Left

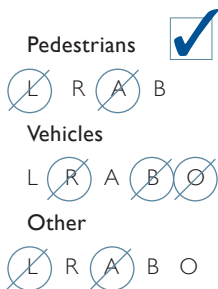
R = Right

A = Ahead

B = Behind

O = Other

Now they continue to drive your learner must verbalise the hazards to you, when they do you will cross them off.



Remember

Hazards are anything on or near the road that is or could become a danger or a problem for safe driving. See (page 47) for a list of hazards.

Check what you and your learner think about the practice assessment

Did your learner:

- » Do it without asking any questions?
- » Do it without having to think really hard about it?
- » Do manoeuvres while chatting to you at the same time?
- » Identify and verbalise hazards?

Did you:

- » Feel comfortable while they did the exercises?
- » Stay quiet without giving any help?
- » Feel happy about staying quiet while your learner was driving?

Is your learner ready to do the practical driving assessment?

Can your learner...

- » Successfully complete a practice assessment?
- » Make decisions when driving (like where to turn around)?
- » Get ticks on the assessment items?
- » Identify and respond to hazards on and around the road?

Always keep in mind:

- » Planning a practice assessment is a lot of work, but it will help ease your learner's nerves because they know what to expect when it comes time to do the real assessments.
- » Practice driving assessments are a good way to judge how your learner's driving skills are developing.
- » It is important that learners do practice assessments so they know if they have the driving skills to pass the real assessments.

Did you know?

- » Many learners attempt the practical driving assessments when they do not have the driving skills to pass.

- » It costs money to sit the practical driving assessments. If your learner takes it and fails, they have to pay more money to take the driving assessments again.

Quick guide to assessment items

FLOW (F)

- » Start the vehicle and move off without delay
- » Prepare for a manoeuvre by monitoring traffic and obeying road markings and road signs
- » Select an appropriate location and gap in traffic to perform a manoeuvre
- » Start each manoeuvre promptly
- » Join parts of the manoeuvre together and link manoeuvres together smoothly
- » Fit in with traffic flow, including driving at a speed that would allow other traffic to travel at a safe and reasonable speed
- » Stop and remain stopped until it's time to proceed. If there is a gap safe for a manoeuvre, you maintain a continuous flow and don't come to a stop unnecessarily
- » Obey the road rules
- » Drive without assistance where appropriate

MOVEMENT (M)

Your learner needs to:

- » Make sure each car movement is in the right direction, and the car doesn't move more than 30cm in the wrong direction
- » Drive the car so that it starts moving or changes speed smoothly
- » Brake so that the car comes to a smooth stop

- » Brake mainly in a straight line and vary brake pressure according to the road surface
- » Travel within the speed limit, but not too quickly or unreasonably slowly for the conditions
- » Maintain an appropriate following distance
- » Stop accurately, safely, legally and remain stopped as required.

LOOK (L)

Your learner needs to:

- » Look in the appropriate direction before moving off, turning or diverging and any other situation that requires it
- » Look in appropriate direction again if there has been a significant pause since previous look
- » Ensure your head and eye movements match the situation and allow you time to respond safely to your environment
- » Check mirrors often enough to remain aware of following traffic
- » Check mirrors before braking
- » Look at appropriate mirror(s) before moving off, turning or diverging and any other situation that requires it.

PATH (P)

Your learner needs to:

- » Choose the best path on the road and maintain it during manoeuvres, turns and curves
- » Respond quickly to deviations from the ideal path
- » Adjust the path to suit the situation
- » Approach parking and U-turn manoeuvres in a way that allows them to be completed smoothly and finish in the correct position (PI only)

-
- › Select the most suitable location to perform a manoeuvre, where it makes sensible use of space and minimises the delay to other road users and the time spent on the wrong side of the road
 - › Use the most travelled section of the road, including driving in the centre of marked lanes
 - › Maintain a legal path
-

RESPONSIVENESS (R)

Your learner needs to:

- › Drive at a speed that would allow you to avoid hazards that could be expected in that area
 - › Adjust your speed appropriately as you approach new or changing driving environments
 - › Adjustments are timely and at a frequency consistent with the environment
 - › Position the car suitably for the environment
 - › Respond appropriately to hazards posing a real or potential threat
 - › Ease off the accelerator for an appropriate duration before a known hazard and cover the brake when necessary
 - › Accelerate if moving away from the hazard
-

VEHICLE MANAGEMENT (VM)

Your learner needs to:

- › Ensure the cabin and occupants are safe
 - › Adjust the mirrors for the best view of traffic
 - › Adopt and maintain an effective driving posture
 - › Respond to appropriate warning lights
 - › Use required controls, switches and pedals correctly
 - › Steer and use gears in a way that demonstrates effective control
-

SIGNAL (S)

Your learner needs to:

- › Use the correct indicator for an appropriate duration before moving off, turning or diverging
 - › Ensure indicator is turned off after manoeuvre is completed
 - › Reapply the indicator if it self-cancels before a manoeuvre is completed
-

HAZARD IDENTIFICATION (HI)

Your learner needs to:

- › Identify hazards or potential hazards
- › Verbalise these hazards while driving
- › Hazard include:
 - › Pedestrians (from the left, right, ahead or behind)
 - › Other motor vehicles (from the left, right, ahead, behind or oncoming)
 - › Other road users such as cyclists (to the left, right, ahead, behind or oncoming)
 - › Details of the environment such as intersections, lights, road signs, road conditions (left, right and ahead).

Hazards, will generally not include:

- › static objects such as protruding trees and parked vehicles without occupants.
 - › pedestrians walking away from the intended path of your vehicle, or
 - › vehicles that have cleared the intersection before you arrives there.
-

PART 4

Risks of Solo driving

Before your learner gets their provisional licence you should discuss with them risks that they may face as a provisional driver.

WHY YOUR LEARNER WILL CONTINUE TO BE AT A HIGH RISK OF BEING INVOLVED IN A CRASH

The learner and provisional licensing system aims to make provisional drivers safer.

Your learner (like all new drivers) will continue to be at a higher risk of being involved in a crash than older, more experienced drivers are.

DID YOU KNOW?

- » New drivers underestimate risk - they are not good at assessing potential risks. This promotes a false sense of safety.
- » New drivers are over-confident and can easily misjudge their driving ability.
- » The time that your learner is most likely to have a crash is in the first 6 months of getting their provisional licence.
- » Some new drivers participate in risk taking behaviours – but often they're not aware of the danger they're exposing themselves and others to.
- » It takes up to 5 years driving experience before your learner will become a competent driver.
- » All drivers continue to learn after they get their provisional licence.

WHAT ELSE CAN SUPERVISORY DRIVERS DO?

No matter how well you teach your learner, when they become a solo driver they will not have someone in the car looking out for them.

You can:

- » encourage them to get their provisional licence only when you believe that they are a safe driver
- » keep reminding your learner that to become a safe driver takes years of driving experience and practice
- » agree on rules and conditions that your learner must obey when they start driving on their own (such as they will not carry too many passengers, or not drive at certain times of the day/night)
- » help your learner to understand risks.

RISK FACTORS IN CRASHES

There are 3 major factors that cause crashes:

HUMAN FACTORS

Poor judgment, speeding, drinkdriving, inexperience and not being alert to potential hazards.

ENVIRONMENTAL FACTORS

Poor road and weather conditions, gravel on roads, poor visibility.

VEHICLE FACTORS

Unsafe vehicle, poor brakes, defective steering.

Most crashes involve more than one factor but generally the most significant factor is human error. A third of all crashes are caused by human factors alone, but human factors play a part in 95% of all crashes.

Here are some recent statistics on factors in casualty crashes involving novice drivers:

- » novice drivers were responsible for 68% of crashes
- » novice drivers have more crashes caused by inexperience and speeding than other drivers
- » 50% of novice drivers involved in crashes were carrying at least one passenger
- » novice drivers have more crashes on wet roads
- » novice drivers have more crashes on weekends and during night/early morning hours.

LEARNING ABOUT COMMON RISKS

Young drivers understand that there are driving risks but don't always understand the consequences of those risks.

Often, if the consequences of taking a risk are greater than the benefits, a person will not take the risk. The more information your learner has on the consequences of taking risks when driving, the less likely they are to take that risk. You can help shape your learner's driving attitudes towards taking risk by discussing risks and their consequences.

The following pages have some points on risks that you should discuss with your learner.

HUMAN FACTORS

SPEED

- » Although all roads have set speed limits, there will be many cases when your learner should use a lower speed (like poor road or weather conditions, on curves and wet roads).
- » Speed is a contributing factor in almost 1 out of every 5 deaths on Tasmanian roads.

VEHICLE LIGHTS AND VISIBILITY

- » Putting your car's running lights or dipped headlights on during the day or when driving on rural roads reduces vehicle crashes. The lights make your car more obvious to other drivers.
- » If driving at night failing to dip full beam headlights can temporarily blind anyone who looks directly at them.

SOCIAL CONDITIONS

You should discuss with your learner:

- » their friends may encourage them to drive dangerously or recklessly (like drag racing, stunts) – this can be very dangerous to their safety
- » give them some suggestions on how to be assertive to their friends when they want them to drive dangerously.

PRESCRIPTION MEDICINES

- » Some prescriptions and medicines (e.g. tranquillisers, sedatives, cold and flu tablets and anti-histamines) can make you feel drowsy and no one should drive

- » If your learner takes sleeping tablets at night they might still be drowsy the next day.

SEAT BELTS

- » Failing to wear a seatbelt accounted for 63 deaths in Tasmania from 2002 – 2008. If these people had worn seatbelts, most would not have died, and many would not have sustained any serious injuries.
- » Failing to wear seatbelts is targeted by Police and Transport Inspectors. Discuss with your learner if they don't wear a seatbelt you could get a fine, demerit points and be required to restart their P1 period,

DRIVER CHARACTERISTICS

- » Young drivers take more risks on the road even though their driving skills are still limited.
- » It takes many years of experience to develop the ability to recognise all traffic hazards.

ALCOHOL AND ILLICIT DRUGS

The risk of crash involvement doubles with every .05% increase in blood alcohol content.

Discuss with your learner:

- » ways to avoid drink driving
- » if they were drinking the night before they may still be over the limit the next day
- » before going out drinking they should make other transport plans or keep money aside for a taxi.

ROAD RAGE

“Road rage” is used to describe aggressive behaviour and reactions by angry and frustrated road users. It often means aggressively tailgating, making aggressive or rude gestures, deliberate obstruction, verbal abuse or physical assault.

You should discuss with your learner:

- » if they are angry to make sure they don't take that anger out on other road users
- » not to use rude gestures, tailgate etc because it can make other road users nervous
- » that if another road user uses 'road rage' against them, they should remain calm. If it gets really bad they should drive to a busy area or police station.

FATIGUE

- » Falling asleep for a few seconds is quite common, the person may not even be aware that they fell asleep.
- » Feeling drowsy is most common between 2pm and 4pm in the afternoon and from 2am to 6am in the morning.
- » A driver should be well rested before they set out, take a minimum of 10 minutes break every 2 hours, avoid alcohol or medications that cause drowsiness and share driving.
- » You should not drive if it is 17 hours or more since you last slept, as the impairment level is the same as a blood alcohol content above .05.
- » Symptoms of fatigue – restlessness and boredom, aches and pains, drowsiness and sore or tired eyes.

ENVIRONMENTAL FACTORS

WEATHER CONDITIONS

- » If your learner has difficulty seeing, they should drive their car at a slow speed to give enough time to respond to a hazard when they see it. If they can't see they should pull over and wait until they can see again.
- » If your learner drives too fast for the conditions, they may have insufficient time between seeing and responding to a hazard.

RURAL DRIVING AND THE ROAD ENVIRONMENT

- » Driving in the country presents special problems (higher speeds, unsealed roads with no lines, and dips and bends that may stop you from seeing other vehicles).
- » Remind your learner that even though there may be no traffic they must still drive with caution and be on the lookout for hazards (especially sudden changes in road surfaces and fast moving oncoming traffic).

ROAD SURFACES

- » Rural roads may have a gravel surface, no lines and unsealed verges. This loose surface makes it more difficult to control vehicles safely; thus rural crashes are more likely to involve a single vehicle that has lost control.
- » Your learner needs to be aware that road surfaces may change with little or no warning, and they need to be able to adjust their driving speed according to road conditions.

ROAD CONDITIONS

- » If it rains after a dry spell, roads can be very slippery.
- » When it is very cold, there may be 'black ice' on the road that the driver cannot see.
- » If the roads are wet or icy, stopping distances are longer and it is easier to lose control of the car.

VEHICLE FACTORS

OVERLOADING

- » An overloaded vehicle is a dangerous vehicle. Overloading makes vehicles much more difficult to control.
- » A too heavy load or an uneven load (like all the luggage and passenger weight being on one side of the car) could cause the car to become unstable and difficult to steer.

VEHICLE CONDITION

- » Worn tyres, poor brakes and worn suspension all contribute to making a vehicle more difficult to control, especially for new drivers.
- » Remind your learner that the car may become unsafe because it's difficult to steer or control and may result in them causing a crash or not being able to avoid one.

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Tasmanian
Government

CONTACT

Department of State Growth

GPO Box 1002

Hobart Tasmania 7001

Email: info@stategrowth.tas.gov.au

Phone: 1300 13 55 13