

Empowering Learner Driver Instructors:

Integrating Higher-Order Instruction in Accreditation



FINAL REPORT

SUBMITTED BY

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Executive Summary

Background

The ACT Road Safety Advisory Board awarded the researchers from Queensland University of Technology (QUT) and the Centre for Accident Research and Road Safety (CARRS-Q) grant funding to undertake the project, *Empowering Learner Driver Instructors: Integrating higher-order instruction in accreditation*. The project involved, 1) identification of competencies that provide a foundation for a higher order instruction professional development course; 2) development of a prototype program focused on higher order instruction including content material and a facilitation guide; and 3) delivery of a workshop with key stakeholders to review and revise the prototype program.

Young drivers pose a significant concern to road safety due to their limited driving experience and higher propensity for risk-taking behaviours. These vulnerable road users need to be equipped with the cognitive skills necessary to assess complex driving situations, anticipate potential risks, and make informed choices on the road. There is a lack of higher order instruction in young driver licensing programs (Watson-Brown, 2020; Watson-Brown et al., 2020) with many driver training programs for learner drivers primarily focused on teaching basic driving skills and road rules, neglecting the development of higher order cognitive abilities crucial for safe and responsible driving. Instructors have shown the capacity to deliver higher order instruction, however, have not been trained in effective delivery and are often unaware of the basic skill in providing higher order instruction. This training is critical as young drivers often lack the necessary skills in critical thinking, problem-solving, and safe judgement, which are essential for navigating complex, dynamic, and challenging driving situations.

This final report summarises the findings from the project and provides recommendations for piloting of the learner driver instructor program.

Methodology

- Stage 1 involved the development of a learner driver competency framework underpinned by a document analysis to identify the skills and knowledge taught to learner drivers and a rapid review of peer-reviewed published literature to identify best practice in training learner drivers.
- Stage 2 involved stakeholder interviews to explore the opinions of learner driver training experts regarding the competency framework developed in Stage 1, including the capacity for driving instructors to deliver the competencies and the barriers faced by the current system.
- Stage 3 involved delivery of a workshop with key stakeholders to review and revise the prototype program after which participants completed a survey to evaluate the relevance, delivery, and perceived value of the session.

Results

- Stage 1 – Competency framework development:
 - Document analysis: a total of 31 documents were reviewed resulting in the identification of 9 categories of knowledge and skill (vehicle function, vehicle preparation, vehicle handling, driving checks, integrating with other road users, adapting to the driving environment, planning, critical situations, and higher-order skills) and 6 teaching strategies (higher-order instruction, coaching, feedback, a systems approach, Antecedent-Behaviour-Consequence, and adult learning principles).
 - Rapid review: a total of 66 peer-reviewed papers were analysed and highlighted the importance of vehicle control, driving behaviours and risk perception, hazard perception and attention maintenance, and other higher-order skills.

- Development of learner driver competency framework: The competencies identified in the document analysis and rapid review were mapped against Kraiger et al.'s (1993) framework to generate 7 overarching categories related to Cognition, 9 categories related to the Skills, and 4 categories related to Affective states.
- Stage 2 – Stakeholder consultations:
 - The learner driver competency framework was comprehensive only requiring clarification of some competencies.
 - Barriers to learner drivers developing all competencies included in the framework were identified including the capacity for driving instructors to deliver this comprehensive set of competencies within the current learning to drive system (e.g., Graduated Licensing System requiring 100 hours of supervised driving practice predominantly provided by parents).
 - Professional development opportunities (rather than additions to the Certificate IV in car driving instruction) was considered the best option to improve the industry.
- Stage 3 – Reviewing the prototype program: Five participants provided feedback on the post-workshop survey with 100% rating the workshop as useful, 100% being satisfied with the workshop delivery, 100% reporting being likely or very likely to implement the HO-DI strategies into their teaching.

Recommendations

The following suggestions for future development and piloting of the learner driver instructor program are offered for consideration:

- Incorporate Practical Application
- Offer Tiered Training Options
- Support Continued Engagement
- Promote Integration into Certification

Conclusions

Stage 1 of the project developed a learner driver competency framework highlighting categorisation between cognitive, skills-based, and affective states. Stakeholder consultation in Stage 2 highlighted that the framework was comprehensive and Stage 3 found that it was well received by industry stakeholders with strong endorsement of the instructional model and its relevance to professional practice.

Table of contents

Executive Summary	I
Background	I
Methodology	I
Results.....	I
Recommendations	II
Conclusions	II
List of Figures	IV
List of Tables	IV
1. Introduction	1
1.1 Background.....	1
1.2 Research objectives.....	2
1.3 Report Structure.....	2
2. Results	3
2.1 Stage 1: Competency framework development.....	3
2.2 Stage 2: Stakeholder consultations.....	4
3. Recommendations	6
4. Conclusions	7
5. References	9
Appendix A	10

List of Figures

Figure 1. A summary of the project phases	2
Figure 2. Learner driver competencies mapped against Kraiger et al's (1993) learning outcome framework.....	4

List of Tables

Table 1. Recommendations for learner driver instructor programs.	6
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1. Introduction

1.1 Background

One young person is lost on Australian roads every second day with newly licensed drivers at least three times more likely to be in a crash compared to more experienced drivers (AAA, 2017). This is primarily due to underdeveloped critical driving skills: higher-order skills (Cassarino & Murphy, 2018). Newly licensed drivers are over-represented in road trauma, with evidence that lack of critical judgment and self-regulation skills are key contributors to excessive speeding and other risk-taking behaviours (Watson-Brown et al., 2019; Watson-Brown et al., 2021).

Driving instruction delivered by paid professional trainers has typically focused on developing the driving competencies that are skills-based and related to manoeuvring the vehicle, integrating with other road users, and more recently scanning and identifying hazards. There has been less attention in these practical on-road lessons to the cognitive and affective competencies that are necessary for a new driver to safely drive independently. Young drivers are vulnerable and require cognitive skills that allow them to assess complex driving situations, anticipate risk and make critical safety judgements. The QUT team has identified that there is a lack of higher order instruction in young driver licensing programs (Watson-Brown, 2020; Watson-Brown et al., 2019).

Higher-order instruction aligns with the principles of Graduated Driver Licensing and targets both the inexperience and age vulnerabilities of the young novice driver. Higher-order instruction that teaches higher-order skills during the learner supervised stage of driving teaches the 'why' and 'how' as opposed to 'what'. Higher-order instruction moves away from directing the learner driver to listen and act to allowing the learner to direct their own learning with instruction a coaching style focusing on explaining the how and why of driving.

Instructors of learner drivers need to be trained in methods that encourage active learning and engage learners in higher order cognitive processes. This can include incorporating scenario-based exercises, interactive discussions, and simulated driving experiences that challenge learners to analyse complex traffic situations, evaluate risks, and make sound judgements. These methods have been successfully applied by the QUT team in the development of past programs designed to promote higher order cognitive processing (Newnam et al., 2014; Stephens et al., 2022).

This project provides the first steps towards improving the safety of young novice drivers, reducing crash risk, serious injuries and fatalities. The objectives of the program are:

- 1) Identify competencies from Stage 1 that provide a foundation for a higher order instruction professional development course;
- 2) Develop a prototype program focused on higher order instruction including content material and a facilitation guide; and
- 3) Conduct a workshop with key stakeholders to review and revise the prototype program.

This is summarised in Figure 1 overleaf.

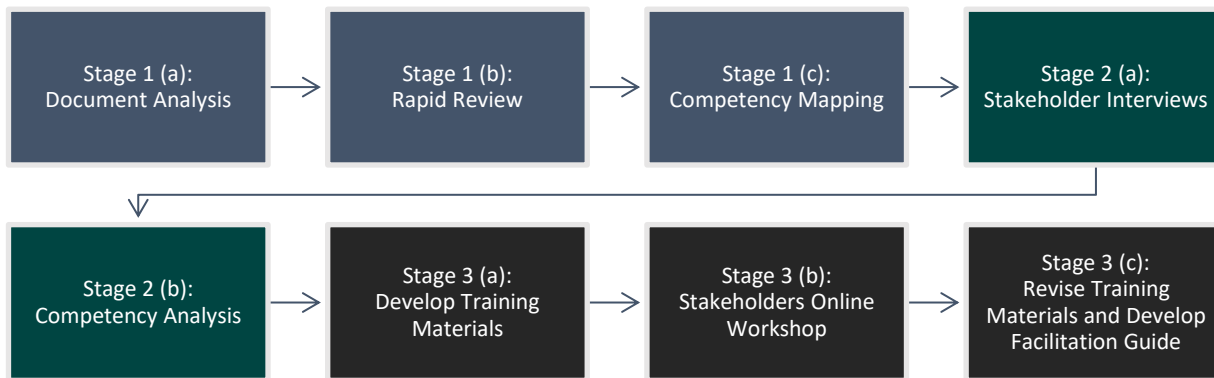


Figure 1. A summary of the project phases

1.2 Research objectives

Learner driver instructors play a vital role in shaping the abilities and safety of new drivers. However, existing instructor training programs lack the incorporation of higher-order instruction, limiting learners' capacity to critically analyse, problem-solve, and evaluate challenges in the road environment. To address this gap, this project will:

- 1) Establish the current state of evidence on best practices in the learner licensing literature including components of learner licensing instructor programs that have positively impacted novice driver safety outcomes.
- 2) Identify driving competencies that are in current practice or have been evaluated to provide a foundation for a higher order instruction professional development course.
- 3) Develop a prototype professional development program focused on higher order instruction including content material and a facilitation guide.
- 4) Conduct a workshop with key stakeholders to review and revise the prototype program.

1.3 Report Structure

The following section briefly summarises the findings from each stage of the project (for full findings see interim reports) before outlining recommendations for piloting of the learner driver instructor program.

2. Results

2.1 Stage 1: Competency framework development

2.1.1 Document analysis

Analysis of 31 documents identified the knowledge and skills in learner driver training current practice, nationally and internationally, and found in contemporary research additional competencies not broadly applied in learning outcomes. These knowledge and skills were categorised into:

- Vehicle knowledge, function and preparation: including *knowledge* of vehicle instruments, correct seating position, and pre-driving checks, and *skills* in checking and maintaining critical vehicle components (e.g., tyre pressure, engine oil).
- Vehicle handling and driving checks: including skills to start and stop the vehicle, maintain control while manoeuvring the vehicle which required knowledge of braking, accelerating, steering and continuous monitoring (e.g., mirror, shoulder check, blind spots, road and/or lane position).
- Rules and integrating with other road users: including knowledge of the road rules (e.g., road markings, signs, signals by authorised persons) and consequences of breaking the rules (e.g., demerit points, loss of licence, financial impact, loss of independence), communication with other road users (e.g., indicating), and manoeuvres for safely integrating with other road users (e.g., lane merging, changing lanes, safe gap selection, navigating intersections, give way rules).
- Adapting to the driving environment, risks and critical situations: including skills concerning hazard perception, anticipation, and mitigation, situation awareness, risk awareness and risk management, distraction management, and vulnerable contexts (e.g., school zones, road works). Micro-skills critical to these include the capacity for scanning, anticipating other road users' behaviours, adjusting following distance, gap selection, and speed according to weather conditions, road type and traffic density.
- Planning, navigation and other higher-order driving skills: including the capacity to plan a trip prior to departure, have knowledge of the length of the trip and travel time, and have awareness of potential risks mitigating these via adjusting the choice of route. Other higher-order skills included self-management, self-awareness, safety attitudes, and continual learning.
- Instructor competencies: including higher-order instruction, coaching, feedback, a systems approach, and knowledge of the antecedent-behaviour-consequence framework and adult learning principles.

2.1.2 Rapid Review

The rapid review of 66 peer-reviewed papers identified evidence-based competencies that contribute to the safety of novice drivers and training strategies to develop these skills:

- Vehicle control and driving behaviours: Cognitive-based methods including feedback and self-reflection targeted at reducing speeding behaviours were found to be effective. Simulator-based training received mixed results.
- Hazard perception and attention maintenance: Much of the hazard perception training has been conducted on driving simulators (or PCs), using virtual reality headsets or online programs. Feedback has been shown to contribute to improved hazard perception and a reduction in self-assessed hazard perception skill including the elimination of self-

enhancement bias. What happens next' exercises were also largely successful in developing hazard perception skills.

- Other higher-order skills: High-level skills included insight, self-calibration, self-efficacy, reduced impulsivity and optimism bias. Accountability manipulation was effective in reducing optimism bias for less experienced drivers. General road safety courses targeted at developing a high-risk perception were successful.

2.1.3 Learner driver competency framework

The learner driver competencies identified in the document analysis and rapid review were mapped against Kraiger et al.'s (1993) learning outcome framework and is summarised in Figure 2 (see interim report for full framework).

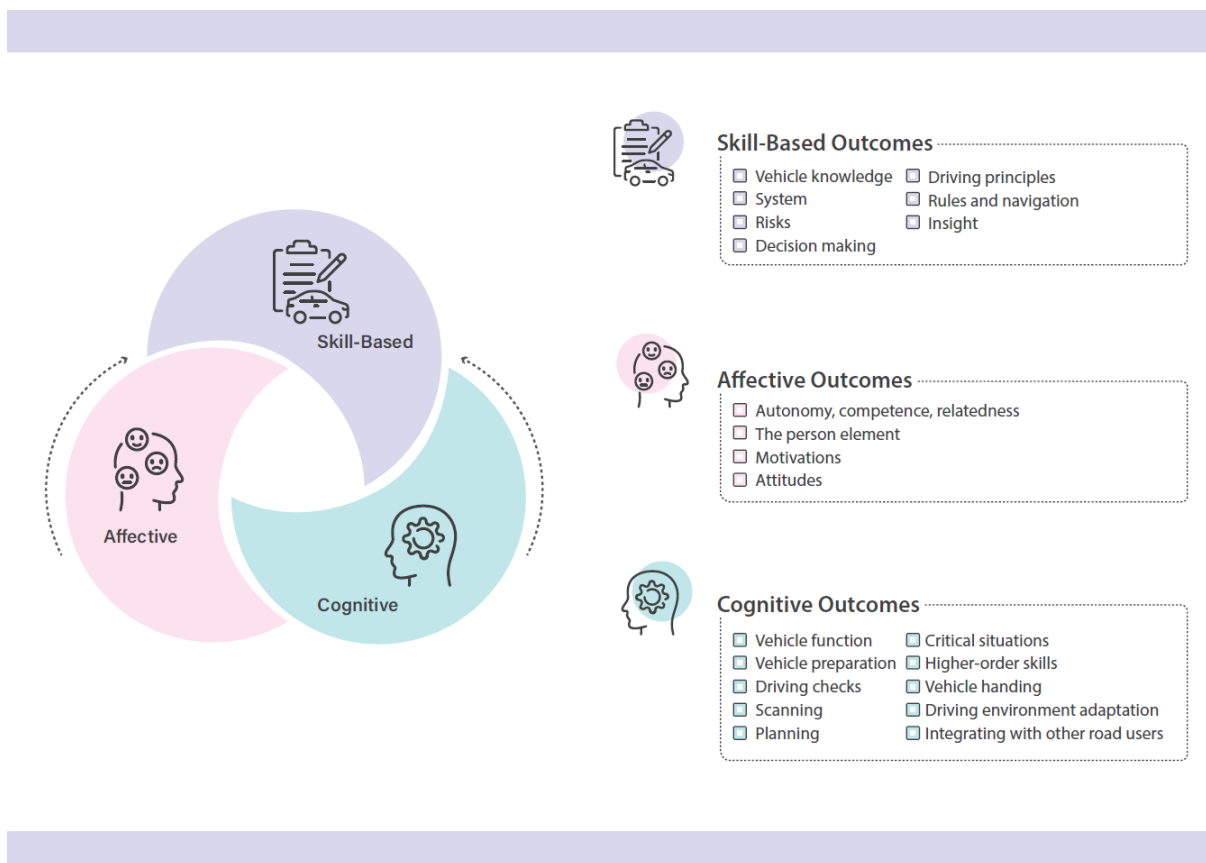


Figure 2. Learner driver competencies mapped against Kraiger et al.'s (1993) learning outcome framework.

2.2 Stage 2: Stakeholder consultations

Twenty-eight learner driver training experts provided feedback on the competency framework through individual interviews or focus groups.

2.2.1 Learner driver competencies

Overall, the competencies were considered comprehensive by stakeholders with no competencies considered missing from the framework. Some competencies required clarification, or examples, and some vernacular was considered not current. For example, driver education and training required distinguishing from each other. It was noted that higher-order skills was a new concept for driving

instructors. Indeed, the Certificate IV in car driving instruction has only recently included the terminology *higher-order skills* with no detail concerning what this means and how instructors should be trained to develop learner drivers' *higher order skills*. One higher-order skill acknowledged as a difficult concept that instructors may not understand was *insight*. Even with an understanding of this skill, how an instructor may develop the insight of learner drivers in a way that would impact their safe driving outcomes may not be well understood. Two elements required a revision to the vernacular. First, *following time* was preferred over *following distance* as time is the contemporary approach to teach learners to estimate a safe driving space. The second correction made was to *headrest* which is more accurately *head restraint*.

It was regularly recognised that there is an overlap between some of the competencies and between skill, cognitive, and affective outcomes. For example, eco-driving requires an understanding of what it is, but also the motivation to engage in eco-driving meaning it falls under skills, cognition, and attitudes. From a registered training organisation's (RTO) perspective, the skill-based outcomes are in line with what the RTOs are expected to be training instructors, with instructors noting *skills-based competencies are the only skills we have to teach at the moment*. The knowledge of all stakeholders was extensive regarding basic driving skills which are critical for young drivers to learn. Some stakeholders commented that how a vehicle functions (mechanics), and the intricacies of in-vehicle tools and alerts requires driver education. This is a good example of knowledge that could be learnt prior to practical driving lessons. Higher-order cognitive skills were mentioned by some stakeholders but without a discussion of higher-order instruction or how these skills can be developed in young drivers, suggesting a limited understanding of higher-order skills. Similarly, there were few comments on affective outcomes suggesting this is less understood by stakeholders and provides an opportunity for a focus on educating stakeholders, especially instructors, regarding the overarching importance of the affective outcomes on all driving skills and cognitive outcomes moving forward.

2.2.2 Instructor feedback

The extensive number of competencies presented to stakeholders raised some concerns about the capacity of instructors to deliver and develop these skill-based, cognitive, and affective competencies. Instructor capacity was also considered limited due to driving instructor experience and shortage of instructors. Overall, it was identified that instructors are taught to be businesspeople, but the focus should be on teaching. The information provided to instructors for their accreditation is more focused on the legal responsibilities rather than what the training should include. Translating the Certificate IV requirement of development of higher-order skills and low-risk driving by RTOs has been interpreted by ACT RTOs as needing some understanding of the *psychology of driving, attitudes leading to beliefs leading to behaviours and how that feeds into unsafe or safe driving*. It was recommended that the Certificate IV in car driving instruction be examined in detail to determine what instructors may find challenging. This is most likely the higher-order skills and cognitive skills aspects of the framework. Instructors noted that they have needed to bring their previous experience, particularly if experience in training, coaching or teaching, and use those skills to be able to effectively train learner drivers. The stakeholders expressed a keen interest to have ongoing professional development (PD) available, if not mandatory, for driving instructors. Understanding neurodiversity and how to adapt training to learner drivers who are neurodiverse was considered highly desirable PD by many

2.3 Stage 3: Reviewing the prototype program

The findings of from Stages 1 and 2 informed the development of a prototype Higher-Order Driving Instruction (HO-DI) training package (see Appendix A) to train learner driving instructors on integrating higher-order instruction into their practice. The purpose of the workshop was to outline findings from Study 1 and Study 2 and the components of a professional development program for driver instructors

in the integration of higher-order instruction in driver education.

The program emphasises the importance of holistic teaching strategies that go beyond functional instruction to foster cognitive, affective, and skill-based learning. A key theme of the program is the need for holistic and strategic teaching, supported by professional development that equips instructors to deliver higher-order instruction effectively. The workshop also introduces the concept of self-regulated safe driving, built on the principles of competence, autonomy, and relatedness, emphasising that safe driving behaviour should be internally motivated rather than externally enforced. The program concludes with a call to strengthen instructor training and industry standards to better prepare novice drivers for independent, safe driving.

The training workshop was delivered on 7 July 2025 after which participants completed an online survey investigating workshop usefulness and relevance, workshop delivery and engagement, workshop content, suggestions for improvement, professional development preferences, and barriers to participation in HO-DI. Briefly, the findings suggest that the workshop was useful and engaging:

- Four out of five participants reported that the workshop content was *very useful* for informing their professional practice.
- Four participants were *very satisfied* with the workshop delivery style.
- After the workshop, 3 participants rated their understanding of higher-order skills as good, 1 rated their understanding as excellent and 1 rated their understanding as fair. Two rated their understanding of higher-order instruction as good, 2 as fair and 1 as excellent.
- Participants were very likely (N = 4) or likely (N = 1) to implement HO-DI strategies into their teaching.
- Some barriers to implementation were noted which included lack of confidence (N = 1), need for more training in HO-DI (N = 2), time constraints (N = 1), student resistance (N = 2) but no participant indicated that they were unsure of the effectiveness of HO-DI.

3. Recommendations

Suggestions for future development and piloting of the learner driver instructor program based on the findings of the project are summarised in Table 1.

Table 1. Recommendations for learner driver instructor programs.

Recommendation	Supporting evidence
<p><i>Incorporate Practical Application:</i> Introduce scenario-based group tasks and guided practice to demonstrate how HO-DI can be embedded in real instruction.</p>	<ul style="list-style-type: none"> • Stage 2 report - implementation challenges (section 3.1.2.1) & training and development (section 3.1.2.2): stakeholders raised concerns about their capacity to deliver and develop all competencies and requested practical in-vehicle training. • Stage 3 – suggestions for improvement: integration of scenario-based examples and breakout sessions to allow small-group

	reflection.
<i>Offer Tiered Training Options:</i> Provide introductory, advanced, and train-the-trainer sessions to meet the needs of professionals at different experience levels.	<ul style="list-style-type: none"> • Stage 2 report - training and development (section 3.1.2.2): stakeholders postulated that trainers with different experience levels had different training needs.
<i>Support Continued Engagement:</i> Establish an online community of practice, offer follow-up sessions, and/or mandate regular professional development (PD) to maintain momentum and encourage shared learning.	<ul style="list-style-type: none"> • Stage 2 report - implementation challenges (section 3.1.2.1) & training and development (section 3.1.2.2): regional trainers (residing outside of major cities) are isolated and need different ways of receiving training and sharing information; stakeholders expressed a keen interest to have ongoing PD available, though noted that unless mandatory few were likely to undertake PD. • Stage 3: Four out of 5 participants strongly supported mandatory professional development.
<i>Promote Integration into Certification:</i> Advocate for the inclusion of HO-DI in Cert IV training and regulatory frameworks to support consistent industry-wide adoption.	<ul style="list-style-type: none"> • Stage 2 report - training and development (section 3.1.2.2): state-by-state differences in accreditation processes and requirements. • Stage 3 – suggestions for implementation: Integrate HO-DI into the Cert IV in Driver Training, noting that current qualifications may not adequately support the delivery of higher-order teaching.

4. Conclusions

A comprehensive list of learner driver competencies identified through a document analysis and rapid review were mapped onto a learning outcome framework, highlighting the cognitive, skills-based, and affective outcomes (Stage 1). Stakeholder feedback on this framework was obtained through interviews and focus groups which found that stakeholders felt that the framework was comprehensive (Stage 2). This allowed for the framework to be developed into training for driving instructors. The instructor training was presented to stakeholders in a workshop after which they completed a feedback survey where the training received strong endorsement for its instructional model and relevance to professional practice (Stage 3).

In conclusion, to enhance the implementation of HO-DI, it is recommended to incorporate practical application through scenario-based group tasks and guided practice, addressing stakeholder concerns about capacity and the need for hands-on training. Offering tiered training options - introductory, advanced, and train-the-trainer - will better accommodate varying experience levels among professionals. Continued engagement should be supported via online communities of practice, follow-

up sessions, and mandatory professional development, responding to the isolation of regional trainers and the expressed desire for ongoing learning. Finally, integrating HO-DI into Cert IV training and regulatory frameworks is essential to promote consistent, industry-wide adoption, especially given current disparities in accreditation processes.

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Appendix A

Learner Driver Instructor Training Program

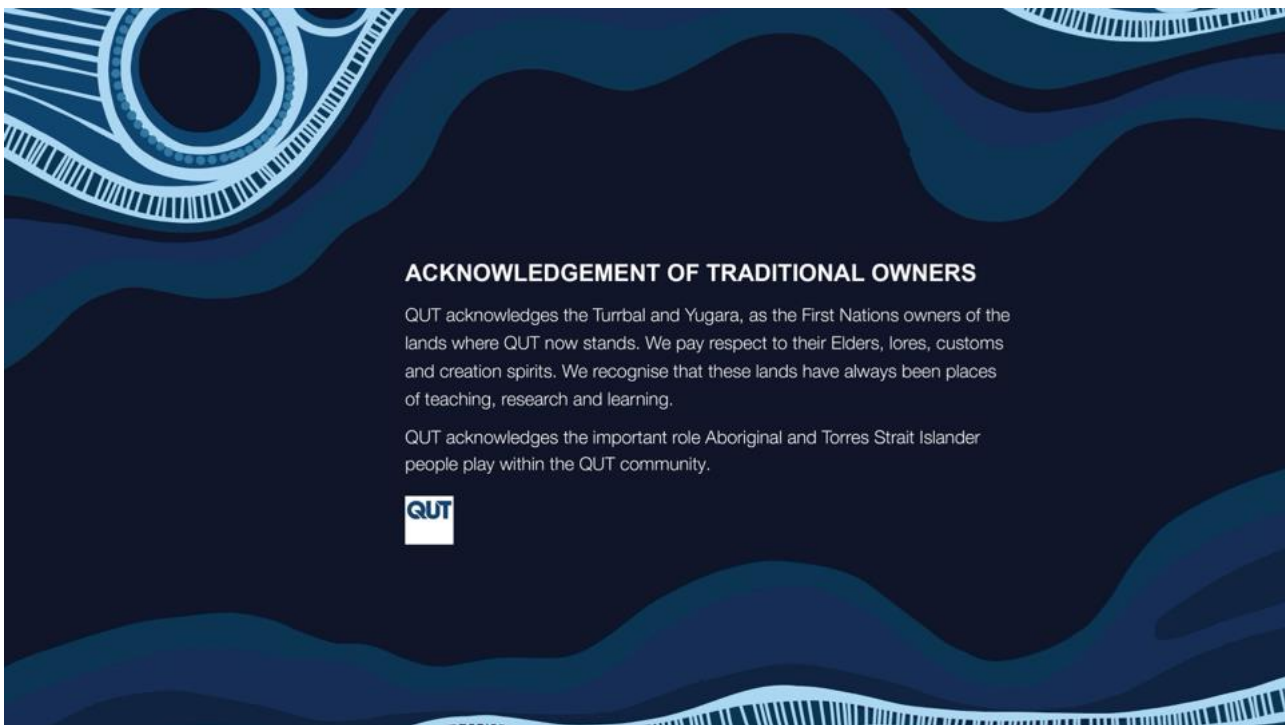


MAIC-QUT Road
Safety Research
Collaboration

Why Professional Development And how to deliver Higher-Order Instruction

Professor Sharon Newman
Dr. David Rodwell
Karen Schoots


Wednesday, 2nd July



ACKNOWLEDGEMENT OF TRADITIONAL OWNERS

QUT acknowledges the Turrbal and Yugara, as the First Nations owners of the lands where QUT now stands. We pay respect to their Elders, lores, customs and creation spirits. We recognise that these lands have always been places of teaching, research and learning.

QUT acknowledges the important role Aboriginal and Torres Strait Islander people play within the QUT community.



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The Program of Research



This study is being conducted with the assistance of the ACT Government under the ACT Road Safety Fund grant program.



Empowering learner driver instructors: Integrating higher-order instruction in accreditation

Identify competencies as a foundation for higher-order instruction

Develop a program to train trainers in the delivery of higher-order instruction

Conduct a workshop to gain feedback on the program

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Background to the Research



Young drivers remain over-represented in crashes

Limited driving experience and greater propensity for risk-taking

Lack higher-order skills as an independent driver:

Cognitive skills to assess complex driving situations
Anticipation of potential risks
Informed choices



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Study 1



Literature Review

Aim: Identify skills and knowledge currently taught to learner drivers (nationally and internationally)

Outcomes mapped against Kraiger's learning outcomes framework:

Cognitive

Skill-based

Affective

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Findings from Study 1

Knowledge and skills:

- vehicle function, vehicle preparation, vehicle handling, driving checks, integrating with other road users, adapting to the driving environment, planning, critical situations, and higher-order skills

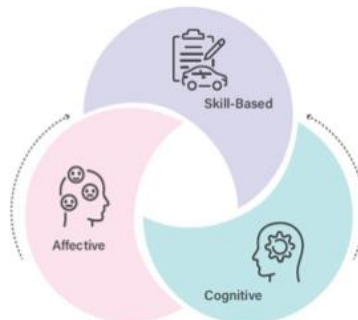
Teaching strategies:

- higher-order instruction, coaching, feedback, a systems approach, Antecedent-Behaviour-Consequence, and adult learning principles



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Competency Framework



Skill-Based Outcomes

- Vehicle knowledge
- System
- Risks
- Decision making
- Driving principles
- Rules and navigation
- Insight



Affective Outcomes

- Autonomy, competence, relatedness
- The person element
- Motivations
- Attitudes



Cognitive Outcomes

- Vehicle function
- Vehicle preparation
- Driving checks
- Scanning
- Planning
- Critical situations
- Higher-order skills
- Vehicle handling
- Driving environment adaptation
- Integrating with other road users



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Study 2



STAKEHOLDER INTERVIEWS



EXPLORE EXPERT OPINIONS ON THE COMPETENCY FRAMEWORK AND CAPACITY FOR INSTRUCTORS TO DELIVER THE COMPETENCIES GIVEN THE CURRENT SYSTEM



28 PARTICIPANTS FROM GOVERNMENT, RTOS, DRIVING EXAMINERS, DRIVING INSTRUCTORS, TRAFFIC PSYCHOLOGISTS, OTHER EDUCATORS



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Findings from Study 2

The framework was comprehensive



The framework was not an adequate representation of training

Skill-based, cognitive, affective overlap

Training can and should be holistic

Holistic approach allows cognitive and affective training to be integrated into skill-based training



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Barriers to Training and Moving Forward

Graduated licensing system – 100 hours supervised driving predominantly provided by parents

Parents motivated to employ an instructor to assist learner driver to pass the test

Capabilities of instructors are diverse – some prioritise business over safety outcomes for learner drivers

Moving forward – professional development required to improve the industry



Questions?



Professional Development: Delivering Higher-Order Instruction



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What is Higher- Order Instruction



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Teaching transferable driving practices for application to current and future driving situations

Aimed at fostering safe independent driving for novice drivers

Key indicators for higher-order instruction:

- Post-critical driving incidents or high-risk environments
- Providing a context or general principle
- Explaining how and why
- Encouraging situation awareness
- Fostering planning
- Reinforcement of previous learnings
- Driving tips or general driving advice

Functional Instruction

Distinct from discussing *why* and *how* (higher-order instruction). Instructs *what*, such as "*turn right at the next intersection*"

Is limited by no potential for higher-order instruction

Does not allow for the transfer of knowledge to future driving scenes

Applies explicitly to the current driving situation in which the instruction is provided

Often directive



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Elements of Instruction

Car Knowledge

Vehicle Control and Manoeuvring (VCM)

Mastery of Traffic Situation (MTS)

Surveillance

Situational Risk

Personal Risk

Driving Plan

Distraction



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Car Knowledge

HIGHER-ORDER INSTRUCTION

Awareness of the safety function of car controls

Remember that no one can see you with just your parking lights.

FUNCTIONAL INSTRUCTION

The location and function of car controls

Just push your clutch in and go through your gears for me.



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Vehicle Control and Manoeuvring

HIGHER-ORDER INSTRUCTION

Understanding of the interactions between car functions, the handler and the external environment required to have and maintain control and manipulate movement.

It's best if you can practice braking gently, because if this road surface was wet and you braked that hard, you'd skid.

FUNCTIONAL INSTRUCTION

How to control and manoeuvre the car within a given environment

Push the clutch in, put the car into first gear, slowly remove your foot from the clutch as you press on the accelerator.



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Mastery of Traffic Situations

HIGHER-ORDER INSTRUCTION

Awareness and application of rules and processes allowing for safe and effective interaction with other drivers.

Just be patient with turning. With experience you'll start to understand when it's good to turn but for now make sure you're comfortable before turning.

You need to give way to anyone on the roundabout.

FUNCTIONAL INSTRUCTION

Knowledge of rules and processes allowing for interaction with other drivers.



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Surveillance

HIGHER-ORDER INSTRUCTION

The action of observing. Perceiving and comprehending relevant information with the potential to influence driving decisions.

Have you seen how close that car is behind you? He's a bit too close. You'll have to indicate earlier so they can plan ahead

FUNCTIONAL INSTRUCTION

The action of observing.

Check your shoulder



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Situational Risk

There are a lot of shadows in this area. Be aware that your eyes need to adjust. Just take care when you're in these areas.

HIGHER-ORDER INSTRUCTION

Understanding the driving adjustments required for any change in the environment.



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Driving Plan

HIGHER-ORDER INSTRUCTION

Planning ahead of time to allow the Learner to concentrate on driving.

Do you know how to get from x to y? You've got so many other things to think about when you're driving so it's good to know in advance.

FUNCTIONAL INSTRUCTION

Giving and receiving turn by turn directions.

Up at the next intersection turn right



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Personal Risk

I didn't sleep well last night.
Let's stick to the roads you know today then. It's good to know how you're feeling.

HIGHER-ORDER INSTRUCTION

Understanding the factors that contribute to risky driving.



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Distraction

(Mobile phone ringing) Did you know that's one of the biggest killers of teenage drivers now? You only need your eyes off the road for a second and it's all over.

HIGHER-ORDER INSTRUCTION

Awareness of factors contributing to attention diversion.



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Delivering Effective Instruction



Instruction without strategy does not result in effective learning



Higher-Order Instruction or not, teaching strategies are critical to effective learning



Research shows using strategies that focus on 'self-regulated safety' are effective with learner drivers



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Self-Regulated Safe Driving

Behaviour is not regulated

Externally regulated behaviour

Internally regulated behaviour

Behaving safely for the sake of behaving safely

Competence

Autonomy

Relatedness



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Competence



Ensure the learner has the skills

Provide the resources to perform

Positive feedback – so the learner knows they have the skills

Set appropriate challenges

Important – it is about the perception of competence by the learner

Note – feeling competent ≠ confidence

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Autonomy



A sense of choice

Encourage the learner to make decisions about their learning and their driving

Self-directed goal setting enhances learner ownership of their development

Pressure is detrimental to the development of self-regulation

Allowing choices around challenges can provide a sense of competence and autonomy

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Relatedness



To feel connected with others

Driving is social and therefore the behaviour of other road users will influence young drivers

While learning:

Build trust

Understand the individual – build rapport

Encourage being 'social' with safe drivers

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THANK YOU 😊

Questions?



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