mapping a safe course

a blueprint for developing a **driver education course**

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Mapping a Safe Course: The Graduated Licensing Program Curriculum for Driver Training Schools in British Columbia is the Class 7 approved course curriculum.

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introduction

Instructor resource kit — use this to design your Graduated Licensing Program driver education course.

Tuning up for drivers — use this to help your students practise with their supervisor.

Approximately 48,000 inexperienced drivers become licensed in B.C. each year.

ICBC's Business Information Warehouse, October 2007.

This curriculum, *Mapping a safe course*, has been developed for use in B.C.'s Graduated Licensing Program (GLP). The GLP is part of ICBC's and the B.C. government's commitment to save lives, reduce injuries and keep insurance rates affordable.

The GLP has a one-year learner stage and a two-year novice stage. If, however, the new driver successfully completes an ICBC-approved driver education course in the learner stage, the minimum time required in the 24 month novice stage may be reduced by six months if the driver remains violation and at-fault crash-free for the first 18 months of their novice stage.

Mapping a safe course is the curriculum guide to be used by driver education instructors who teach ICBC-approved courses.

The *Instructor resource kit* is a companion to this curriculum. It describes methods and materials for teaching this curriculum.

Tuning up for drivers is a guide for adults who coach new drivers. It complements this curriculum and the *Instructor resource kit*.

background

New drivers, regardless of age, are almost twice as likely to cause a collision as experienced motorists.

Peter J. Cooper, Mario Pinili and Wenjun Chen. "An examination of the crash involvement rates of novice drivers aged 15-55." Accident Analysis and Prevention, Volume 27, No. 1.

One in five drivers is involved in a crash within the first two years on the road.

Reducing the risks for new drivers — a graduated licensing system for British Columbia." Traffic Injury Research Foundation, 1992.

Prior to implementation of the Graduated Licensing Program (GLP), a research study found that new drivers aged 15 to 24 were twice as likely to be involved in collisions as more experienced drivers (*The Role of Driving Experience*, 1995, Traffic Injury Research Foundation, p. i). The study recommended graduated licensing as a potential solution to this problem.

Driver training industry representatives have also promoted both graduated licensing and improved driver education to help reduce crashes. Eight elements are generally recognized by the industry as being key to high-quality driver education:

- steering control
- speed control
- visual search and scanning
- hazard perception
- decision-making
- personal risk assessment
- lifestyle
- risk-taking.

British Columbia began work on introducing a graduated licensing system in the early 1990s through the Novice Driver Licensing Project. In 1994, work on the New Driver Improvement Program began. This program resulted in several important research and analysis documents. One of these documents was the Northport Associates curriculum. *Mapping a safe course* is another step in the evolution of graduated licensing in B.C.

building the curriculum

Curriculum — a blueprint for developing a driver education course. It is not a course outline or a course package.

Participants in the sessions agreed that the key to being a good driver is having a responsible attitude.

Mapping a safe course was developed in response to a view shared by many in the driver training industry — that a standard driver education curriculum would help reduce the crash rate among new drivers by improving driver education.

In the fall of 1997, the Insurance Corporation of British Columbia (ICBC) held a series of meetings to consult with over 40 driver training instructors and owners of driving training schools across the province. The purpose of these sessions was to gather industry input and use it to build a driver education curriculum. Each consultation session focused on two questions:

1. What is a good driver?

2. What do people need to know to be good drivers?

The ideas and information recorded throughout the working sessions form the basis of this curriculum. They are found in:

- the seven curriculum goals
- the learning outcomes
- the required course topics.

Additional insights and support were gained through sessions with other industry representatives, including the Pacific Traffic Education Centre (PTEC), the British Columbia Automobile Association (BCAA), the ICBC/ Industry Joint Committee on Driver Training and law enforcement agencies. Valuable feedback was gathered from ICBC staff, including driver examiners, claims adjusters and personnel in corporate communications and marketing departments. The resulting curriculum is based on the experience of those involved in educating and assessing new drivers, as well as current research. It is a practical curriculum grounded in sound educational practices.

purpose of the curriculum

Mapping a safe course is intended to help members of the professional driver training industry of B.C. develop driver education courses that will improve the safety of drivers, passengers and the public in B.C. Courses developed from this curriculum are intended to:

- help new drivers develop respectful and responsible attitudes toward driving which contribute to community safety
- improve the driving competence of new drivers
- help new drivers understand that today's driving is a complex activity that requires training, education and experience.

philosophy of the curriculum

The driver training industry identified responsible driving attitudes as the most important quality of a good driver. To accomplish the goal of helping new drivers develop responsible attitudes, *Mapping a safe course* uses a philosophical approach based on learning outcomes and learner-centred strategies. These two components are the cornerstones of this curriculum. They contribute to helping new drivers develop responsible driving attitudes.

Learning-outcomes approach

Learning outcomes — descriptions of what the new driver is expected to know and be able to do when a driver training course is completed. Learning outcomes can be measured.

A learning-outcomes approach means that the curriculum is organized around what the student will actually need to learn and achieve in order to become a responsible driver. A traditional curriculum is more concerned with what course content is to be covered. In *Mapping a safe course*, what the student needs to learn is always the main focus, and the course content is used to support the learning.

The learning outcomes of this curriculum are descriptions of what an instructor can expect a student to be able to do after completing a driver training course. Instructors can measure student performance of the learning outcomes by using assessment tools or techniques. All of the learning outcomes in this curriculum have been identified by industry representatives as those things new drivers need to know in order to be safe and responsible.

Learner-centred approach

A learner-centred curriculum revolves around the learner, not the instructor or the curriculum content.

Mapping a safe course is a learner-centred curriculum. An instructor-centred curriculum gives control to the instructor, and he or she makes all of the decisions about the learning experience. With a learner-centred approach, responsibility for the educational experience is shared by the instructor and the student.

A learner-centred approach recognizes that:

- students need to be active in their own learning
- people have unique rates of learning
- learning happens in group settings and in individual situations
- learning is most effective when it happens through personal experiences.

A learner-centred curriculum creates broader roles for the instructor. Instructors become facilitator-teachers. This means that the instructor will take on the role of "helper" or "mentor" to the student as well as the "telling" or "imparting" role of the teacher. The primary role of the facilitator-teacher is to design lessons and use teaching strategies that will help new drivers achieve the learning outcomes.

elements of the curriculum

The structure of *Mapping a safe course* is shaped by three elements:

- seven curriculum goals
- 39 learning outcomes
- various required topics.

One of the aims of good driving education is to create thinking, competent drivers who can go beyond mechanical driving actions.

The seven curriculum goals

The seven curriculum goals are broad statements of what students are expected to learn. They describe the attitudes, knowledge and skills of safe driving behaviour. Driving knowledge, skills and attitudes are often separated in driver training courses. However, in this curriculum, attitudes, knowledge and skills are fully blended into each of the goal statements. By acquiring knowledge, practising new skills, and examining their attitudes, students can become responsible drivers.

Risk avoidance

To develop knowledge, understanding and appreciation of risk avoidance as it relates to safe driving.

Driver psychology

To develop knowledge, understanding and appreciation of safe and responsible driving attitudes.

Social responsibilities

To develop knowledge, understanding and appreciation of safe driving responsibilities from the perspective of the individual, other road-users, and the community.

Legal responsibilities

To understand and comply with the rules of the road.

Safe driving

To develop knowledge, skills and appreciation of driving safely.

Vehicle performance

To develop knowledge and understanding of vehicle performance and how this contributes to safe driving.

Motor skills

To develop competence in integrating the attitudes, skills and knowledge of safety and driving responsibilities into the correct execution of motor skills in traffic.

Through these seven curriculum goals, driver training instructors can help new drivers become safe drivers — ones who understand the reasons behind safe driving practices. Although these goals are core components of the GLP curriculum, the way they are presented here does not reflect the way a course is sequenced. Instructors are best able to decide how to shape a course to fulfill their students' needs. In the *Instructor resource kit*, there are ideas on how to sequence courses, but these are only suggested models.

Extending integration

Driver training instructors can make connections by:

- integrating driving practice with driving theory
- developing integrated programs based on this curriculum
- working with family members of their students to reinforce safe driving behaviours
- working with members of the community and schools to help integrate good driver education into public awareness.

See the *Instructor resource kit* for more ideas.

The learning outcomes

The 39 learning outcomes describe what a student is expected to achieve by the end of any course based on this curriculum. Learning outcomes begin with the phrase: *The new driver will …*

Each learning outcome contributes to the learning students need to do in order to achieve the seven goals. The outcomes are written as expected achievements and behaviours that can be measured with assessment tools and techniques. A student who has successfully completed this curriculum should be able to perform the learning outcomes and become a safe, law-abiding and responsible driver.

The numbering of the learning outcomes does not reflect how a driver training course should be organized. The *Instructor resource kit* suggests several ways for you to sequence an ICBC-approved course.

Required topics

A list of topics to be used to teach the specific achievements and behaviours expected of students is included in the Curriculum chart, which starts on the following page.

These topic headings are brief descriptions only. It is expected that instructors will expand these subjects appropriately.

1. Risk avoidance

A good driver understands the risks of driving and takes steps to avoid them.

To develop knowledge, understanding and appreciation of risk avoidance as it relates to safe driving.

Learning outcomes *The new driver will …*	Required topics
1.1 Describe the hazards of driving.	• weather/environmental conditions • road conditions • driver attitudes • vehicle conditions • animals • other road-users • unpredictable driving behaviours • sources of driving error.
1.2 Define the characteristics of risk-taking.	• factors that affect driver risk-perception: - driver age - driver experience - driving environment. • caution versus risk • judging risk in various situations • role of overconfidence and underconfidence in inaccurate risk-perception.
1.3 Evaluate how risk perception is affected by personal factors.	• mental factors: - self-esteem - aggression - frustration - impatience - feelings of power - overconfidence - awareness of consequences. • physical factors • role of self-control • need for peer approval • perception of other drivers • driver experience.

Learning outcomes *The new driver will …*	Required topics
1.4 Explain how impairment affects risk-perception and driving behaviour.	• effects of drug and alcohol impairment • effects of fatigue, illness and mental stress • consequences of impaired driving • ways to avoid driving while impaired.
1.5 Evaluate the costs of taking risks while driving.	• personal costs • social costs • financial costs • health costs.
1.6 Assess personal risk tolerance.	• thinking for oneself • role of self-control • role of overconfidence/underconfidence • identifying personal limits and abilities.
1.7 Demonstrate realistic risk-perception in driving behaviours.	• accurate risk-perception • quick and effective reaction times • proactive versus reactive driving action • expectations of other road-users • consequences of not doing what other road-users expect • safe time margins to complete driving manoeuvers.

2. Driver psychology

A good driver is someone who thinks that driving is a serious task.

To develop knowledge, understanding and appreciation of safe and responsible driving attitudes.

Learning outcomes *The new driver will …*	Required topics
2.1 Evaluate how positive and negative personal factors influence driving attitudes.	• personal driving values and beliefs • motives that influence driving • driving as thrill-seeking • how motives change under different circumstances • how values, beliefs and motives influence attitudes toward driving.
2.2 Explain how positive and negative social factors influence driving attitudes.	• influence of advertising • societal attitudes toward cars and driving • influence of other people's driving habits • peer pressure and driving.
2.3 Demonstrate driving behaviours that reflect safe, healthy and courteous driving attitudes.	• overcoming negative motives • driving courteously • resisting negative influences.

3. Social responsibilities

A good driver looks out for others.

To develop knowledge, understanding and appreciation of safe driving responsibilities from the perspective of the individual, other road-users and the community.

Learning outcomes *The new driver will …*	Required topics
3.1 Explain the factors that make driving a lifelong learning process.	• the driver as a lifelong learner • factors that contribute to changes in driving skill • changing motor vehicle technology • changing driving standards and laws.
3.2. Demonstrate understanding of the complexity of the driving task for the new driver.	• ongoing assessment of personal driving skills • use of running commentary • how feedback can help drivers improve their skills.
3.3 Explain how to share the road safely.	• cyclists • pedestrians • large and slow-moving vehicles • animals • emergency vehicles.
3.4 Demonstrate appropriate communication with other road-users.	• vehicle signals • hand signals • horn • hazard lights • eye-to-eye contact • non-verbal communication.
3.5 Explain how to show leadership with family members, peers and other community members in promoting safe driving for drivers and passengers.	• individual leadership skills • community and school road/driver safety programs.
3.6 Identify environmental concerns in the use of motor vehicles.	• efficient driving behaviours • disposal of car fluids and parts • role of vehicle maintenance.

4. Legal responsibilities

A good driver follows the rules.

To understand and comply with the rules of the road.

Learning outcomes *The new driver will …*	Required topics
4.1 Explain the procedures to be taken when involved in a motor vehicle crash or when arriving at the scene of a crash.	• minor crashes • major crashes.
4.2 Explain the meaning of all traffic control devices (signs, signals, markings).	• signs • signals • markings.
4.3 Explain the reasons for driving laws and regulations.	• speed • parking • impairment • safety restraints • licensing requirements • vehicle insurance • emergency vehicles.
4.4 Explain rules of the road that relate to sharing the road.	• traffic control persons • cyclists and pedestrians • emergency vehicles • motorcycles.
4.5 Explain, in general terms, the legal regulations concerned with driving.	• B.C. licence classes and restrictions • Graduated Licensing Program • point system/fines • Administrative Driving Prohibition and Vehicle Impoundment • licence suspensions • registered owner restrictions and responsibilities • seatbelt use • regulations in other jurisdictions.

5. Safe driving

A good driver uses the skills of safe driving.

To develop knowledge, skills and appreciation of driving safely.

Learning outcomes *The new driver will …*	Required topics
5.1 Explain why driving to minimize risk involves the three steps of safe driving: "see-think-do."	• defensive driving • collision avoidance.
5.2 Demonstrate proficiency in using observation skills to minimize risk.	• knowing *where* to observe: - 360° vision - distance scanning - blind spots - visual obstructions - limits of observation. • knowing *how* to observe: - shoulder checks - peripheral vision - mirrors.
5.3 Demonstrate mental alertness to analyze driving situations.	• maintaining attention/alertness • recognizing potential hazards accurately • using decision-making skills to drive safely: - anticipating what might happen - predicting possible solutions - prioritizing situations and solutions - making appropriate choices under pressure - identifying consequences. • effects of impairment on decision-making skills • role of personal motives on decision-making skills.
5.4 Demonstrate appropriate driving actions to minimize risk.	• choosing safe margins (front, rear, side) • choosing safe driving speeds • braking and stopping safely • emergency braking control (ABS and conventional characteristics) • accelerating safely • covering the brake and horn • yielding if uncertain • point of no return.
5.5 Demonstrate competence in using safety devices.	• restraint systems: - seatbelts - head restraints - infant/child restraint systems. • airbags and restrictions • sun visors.

6. Vehicle performance

A good driver respects the power of vehicles.

To develop knowledge and understanding of vehicle performance and how this contributes to safe driving.

Learning outcomes *The new driver will …*	Required topics
6.1 Explain the forces of physics as they apply to driving.	• vehicle traction • vehicle weight shift/transfer • vehicle balance • speed versus time and stopping distances • crash severity versus speed • vulnerability of the human body to injury.
6.2 Describe the most common collision situations and characteristics.	• common crash situations for new drivers • critical crash factors for new drivers: - high risk-tolerance - faulty risk-perception - level of driver skills.
6.3 Analyze the role of traction in driving control.	• space management (front, rear, side) • stopping distances • braking distances • following too closely • point of no return • skid patterns of front, rear and four-wheel drive vehicles.
6.4 Explain how hazardous driving situations relate to friction conditions.	• how road surfaces affect stopping • seasonal changes on road surfaces • tire types and conditions • tire inflation • speed for conditions.
6.5 Demonstrate caution in driving behaviours to compensate for hazardous driving conditions.	• speed control • steering control • speed versus stopping distances • risk perception versus accurate knowledge of vehicle performance.

7. Motor skills

A good driver drives as safely and responsibly as possible.

To develop competence in integrating the attitudes, skills and knowledge of safety and driving responsibilities into the correct execution of motor skills in traffic.

Learning outcomes *The new driver will …*	Required topics
7.1 Demonstrate competence in conducting pre-trip checks.	• exterior pre-checks • interior pre-checks.
7.2 Demonstrate control, safety and responsibility in basic driving.	• starting • smooth acceleration • smooth deceleration • correct braking techniques • smooth steering control • steady speed control • maintaining correct lane position.
7.3 Demonstrate safe, legal and confident vehicle control while changing directions.	• yielding • crossing intersections • merging • changing lanes and passing • maintaining correct lane tracking • backing up.
7.4 Demonstrate legal, safe and responsible execution of right-of-way manoeuvres.	• stop signs • two- and four-way stops • traffic circles • yield signs • controlled and uncontrolled intersections • T-intersections • malfunctioning traffic control devices • emergency vehicles.
7.5 Demonstrate competence, safety, legality and responsibility in making turns.	• left turns • right turns • reverse/three-point turns • maintaining correct lane tracking.
7.6 Demonstrate safe, responsible and proper parking techniques.	• stall parking (forward and reverse) • hill parking (up and down) • angle parking • parallel parking • shoulder parking.

Learning outcomes *The new driver will …*	Required topics
7.7 Demonstrate competence in driving safely, legally and responsibly on highways.	• entering and exiting • curves • shoulders • grade of road • passing • changing lanes • night-time driving.
7.8 Demonstrate competence in driving safely, legally and responsibly on freeways.	• entering and exiting • curves • grade of road • passing • changing lanes • night-time driving • parking on shoulders • emergency conditions.

instructing in the classroom and the car

In North America, a new driver begins learning about driving in his or her infant seat and continues to learn up to the time when he or she starts formal driving instruction.

The aim of this curriculum is to help students develop responsible driving attitudes and become competent drivers. A curriculum with such broad aims needs to be taught in a variety of educational settings. This may include in-car or classroom sessions where students and instructors can exchange thoughts and opinions. The first required standard of this curriculum is that any ICBC-approved course must be taught in both classroom settings and in practice vehicles.

It is sometimes assumed that driving theory is taught in a classroom while the practice component happens in the vehicle. However, this may not always be the case. For example, the car practice time may offer excellent opportunities to teach theoretical points, while simulators and computer games can be used to increase scanning and observation skills.

There must be careful coordination between classroom teaching and car practice. The *Instructor resource kit* offers discussion and examples of how to integrate car and classroom teaching and how to create meaningful classroom learning experiences.

instructional hours

Students must develop competency in driving skills, acquire a considerable depth of driving knowledge and work on developing responsible driving attitudes. To accomplish this, students need time to absorb the learning outcomes and to apply them to the actual performance of driving. This suggests that the new driver needs ample opportunity to gain driving knowledge, time to explore and assess their personal attitudes towards driving, and adequate practice.

The minimum instructional time required for an ICBC-approved course is 32 hours. The number of hours that must be spent in each component is outlined in the chart below.

Instructional hours

Individual on-road instruction The minimum number of instructional hours required to be spent in the vehicle.	**12 hours**
Classroom instruction The minimum number of instructional hours required to be spent in the classroom.	**16 hours**
Discretionary allocation of time The minimum number of additional instructional hours to be used as the instructor determines necessary. The time can be spent in the classroom, the vehicle, or both.	**4 hours**
Total	**32 hours**

Informal road practice

New drivers need to spend time practicing driving before taking the first ICBC road test. ICBC recommends at least 60 hours. Students will complete a minimum of 12 hours with a driver training instructor as part of their ICBC-approved driver training course. All other on-road practice is to be directed by a qualified supervising adult. The practice time will be most valuable when driver training instructors work with qualified supervising adults and students to make the practice time meaningful.

The *Instructor resource kit* gives suggestions on how to work with parents and supervising adults of new drivers. *Tuning up for drivers* gives guidance to new drivers and supervising adults on making this practice time effective.

The times allotted for the components of this curriculum are minimum standards. Because of varying needs of individual learners, many new drivers may require additional hours to successfully achieve the learning outcomes.

key instructional strategies

Mapping a safe course is based on learning outcomes. Instructors will have the opportunity to concentrate as much on the learner as on the topics of driving. Three key aspects of delivering courses based on this curriculum will be:

- expanding the instructional role to both facilitating and teaching
- meeting individual and regional needs
- teaching values and attitudes

The facilitator and the teacher

A facilitator is an instructor who designs a learning environment that encourages active participation of the learner. A teacher is a person who imparts knowledge or wisdom to the student. Because driver education students are adults or are taking on adult-like roles, this curriculum encourages instructors to move more into the role of facilitator than of teacher.

Teaching an outcomes-based course means that some traditional ways of teaching will not be effective in helping students achieve the curriculum goals. For example, lecturing students on what they should know about risk-taking would not allow them enough opportunity to examine their own risk-perceptions.

Students need to feel ownership and control over their learning if new learning is to become relevant. Students also need to be able to apply the concepts they are learning to real-life situations. The kind of instructional strategies that an instructor chooses has a strong bearing on how well a student learns.

… a director of a substantial commercial DE operation pointed out that lecture presentations are especially inappropriate for DE, because most students enter the course knowing a great deal about driving, at least by their own reckoning, and they are easily bored by lecture presentations.

Novice Driver Education Model Curriculum Outline, AAA Foundation for Traffic Safety, 1995, p.50.

What are some good ways to promote participatory learning?

- group work
- peer discussions
- student-led activities
- small group problem-solving
- interactive multimedia productions
- computer-based simulations
- asking questions.

Meeting individual and regional needs

Driver education programs in B.C. must be structured to meet a range of learner needs.

- Some new drivers in B.C. may have limited knowledge of Canadian driving habits and speak English as a second language. During the road test, students must be able to understand and follow the basic driving instructions, which are provided only in English. Therefore, it is important for driver training instructors to understand and be sensitive to cultural and language differences and be able to communicate clearly.
- Driver training instructors may need some knowledge of disabilities and emotional/behavioural problems, as they may be instructing students who face these challenges.
- Instructors need to be sensitive to the needs of learners of all ages since not all new drivers are young.
- The geographic diversity of B.C. presents challenges for driver training instructors because they may need to teach rural and urban driving practices, even when they do not have access to both urban and rural areas.
- B.C.'s weather presents constantly changing road conditions that can be hazardous. Driver training instructors need flexible programs to meet these challenges.

Mapping a safe course is designed to be flexible enough to help instructors meet individual learner needs, while adhering to high standards of achievement. The *Instructor resource kit* gives more detail on how to design courses to accommodate individual needs.

Teaching values and attitudes

Values and attitudes are integrated into every aspect of this curriculum. Instructors often feel that this is the most difficult aspect of teaching driver education. Trying to change a lifetime of beliefs in a few hours can be a daunting task. While teaching values and attitudes is indeed challenging, sound education can set forces of change in motion. Change may be immediate and easy to see in a student, or change may take much longer, making it less likely that instructors see the long-term results of their efforts. What is important is that instructors explore ways to initiate change.

One of the ways to help students examine their beliefs and values is through activities that are tailored to suit the individual. Helping students examine beliefs and values is largely a process of creating opportunities for students to inquire privately into their feelings, motives and values around driving. In this case, the instructor is not a teacher: he or she is a facilitator.

Values, attitudes and motives are best observed through the behaviour of a student, not through what they talk about. A new driver who drives with caution and courtesy, and who consistently tries to use proper driving techniques, has a responsible attitude. See the *Instructor resource kit* for more suggestions.

assessing and recording

What are some effective assessment techniques?

- careful and consistent instructor observation
- using real-life situations to test performance levels
- setting performance tasks that require students to perform several behaviours at one time
- asking students to perform driving behaviours in more than one situation
- providing immediate feedback.

Competencies — the measurable behaviours or performances of learning outcomes. Measurement can happen during and at the end of a learning experience.

Student progress toward achievement of curriculum goals should be assessed frequently throughout the driver training course. Examples of assessment include running commentary, quizzes and debriefings following road practice. By sharing assessment results with students, qualified supervising adults and/or parents, instructors can help their students make the best use of informal practice sessions.

Good assessment is part of the learning loop known as "acquire-practise-feedback." Giving feedback to new drivers about their progress is useful for continuous learning. While students need to acquire new knowledge about driving, and need to apply that knowledge to driving performance, ongoing feedback helps students integrate new understandings with what they already know.

One of the essential aspects of the learning outcomes approach is that students must be able to perform the behaviours described in the learning outcomes before they can be considered successful. These behaviours can be stated as competencies. By measuring a student's behaviour, instructors can assess whether the student has achieved each outcome. For example, Learning outcome 3.4 says: *The student will demonstrate appropriate communication with other road-users.* As a competency, Learning outcome 3.4 becomes: *The student can consistently demonstrate appropriate communications with other road-users.* If an instructor observes that a student consistently uses eye-to-eye contact when driving, then the student will have moved toward achievement of this competency.

The competency checklist included in this document is a list of all the learning outcomes stated as competencies. Instructors must use this checklist to assess or test student competencies before new drivers can be signed off as having completed the course. The statements of expected performance levels are organized according to the learning outcomes and the stage at which each should be tested. The competency checklist states the general performance level that is expected of students for each of the outcomes. Details on how to accomplish the specific assessment of outcomes by measuring performance competencies are provided in the *Instructor resource kit*.

A closer look at competency statements

Competency 1.2 reads: *The student can identify factors that influence risk-taking behaviour.* This is a general statement, and it may seem difficult to determine how to test this particular outcome since it is not readily visible and it involves attitude. Instructors will need to think about what kinds of behaviours demonstrate an awareness of risk-taking. Ask yourself, *"What would tell me whether this student has this knowledge and can integrate it into his or her driving?"* Here are four suggestions:

The student can …

1. Correctly identify risk situations and responses in his or her own driving.
2. Interpret pictures demonstrating situations in which outside influences are creating risk for drivers.
3. Explain how media presentations of driving influence the behaviour of new drivers.
4. Help a fellow student identify types of driving risk.

If a student does not achieve competence in the learning outcomes, he or she will need further help and instruction. This may mean using a different instructional technique or teaching the topic again. Students can often tell an instructor why they have not learned a concept successfully and can advise instructors how the instructional situation could be altered to help them learn.

competency checklist

The following is a competency checklist of driver performances. It has three purposes:

1. A student must achieve most of these competencies before an instructor can issue a *Declaration of Completion* to show that he or she has successfully completed the requirements of the course. The student will present this *Declaration of Completion* at a driver licensing office before taking the Class 7 road test to apply for a potential reduction of the novice stage.
2. Instructors must assess students at least two times during the driver training course, using the competency checklist.
3. If a student has to interrupt instruction and move to another school, this checklist can be used to record what the student has or has not accomplished.

Information on how to use the checklist is included in the *Instructor resource kit*.

Completion standards

There are 39 competencies. Eighty-seven per cent of the competencies (34 of the 39) must be performed by the student satisfactorily in order to successfully complete the ICBC-approved course. These competencies are divided into two parts: Beginning (basic) competencies and Exit (final) competencies.

- 100% (14 out of 14) of the beginning competencies must be satisfactorily completed before a student can be issued a *Declaration of Completion*.
- 80% (20 out of 25) of the exit competencies must be satisfactorily completed before a student can be issued a *Declaration of Completion*.

Marking key

IP = In progress

S = Satisfactory

Beginning competencies

(Complete 14/14 satisfactorily)

Outcome No.	*The student can …*	IP	S
1.1	Identify typical driving hazards and explain how each can affect one's driving behaviour.		
1.2	Explain factors that influence risk-taking behaviour.		
1.6	Determine one's risk tolerance through analysis of personal tendencies to take risks.		
2.1	Define his or her personal values, beliefs and motives related to driving and explain how each of these might affect his or her driving behaviours.		
2.2	Explain how one's driving may be influenced negatively or positively by at least four social factors.		
2.3	Consistently exhibit driving behaviours that are safe and courteous.		
3.2	Demonstrate an understanding of the complexity of the driving task by using self-correcting activities while driving.		
4.2	Explain the meaning of all traffic control devices, signs, signals and markings.		
4.3	Explain the rationale for driving regulations using several examples.		
5.1	Define the three steps of safe driving and explain the reasons for these steps (see-think-do).		
5.2	Consistently demonstrate correct observation skills.		
5.5	Consistently use safety devices correctly.		
7.1	Conduct pre-trip checks.		
7.2	Consistently demonstrate proper driving techniques: • starting • accelerating • decelerating • braking • steering • speed control • lane position.		

Exit competencies

(Complete at least 20/25 satisfactorily)

Outcome No.	*The student can …*	IP	S
1.3	Explain the relationship between personal factors and one's ability to perceive risk.		
1.4	Identify three sources of impairment and describe how each of these influence driving behaviour.		
1.5	Analyze the possible costs (to oneself and society) of taking driving risks.		
1.7	Consistently demonstrate realistic risk perception in driving behaviours.		
3.1	Describe why drivers need to continue improving their driving behaviours throughout their lives.		
3.3	Describe ways of sharing the road.		
3.4	Consistently demonstrate appropriate communications with other road-users.		
3.5	Describe ways to show leadership regarding safe driving practices.		
3.6	Identify environmental concerns in the use of motor vehicles.		
4.1	Identify key steps to take when involved in a motor vehicle crash or when arriving at the scene of a crash.		
4.4	Explain the rules of the road concerned with traffic control persons, pedestrians, cyclists, motorcyclists and emergency vehicles.		
4.5	Explain key legal regulations concerned with driving.		
5.3	Consistently interpret the driving situation appropriately.		
5.4	Consistently take appropriate driving actions to minimize risk.		
6.1	Explain the forces of physics, such as friction, and how they affect vehicle performance.		
6.2	Identify factors that often contribute to collision situations.		
6.3	Describe the role of traction in vehicle control.		

Exit competencies (cont.)

(Complete at least 20/25 satisfactorily)

Outcome No.	*The student can …*	IP	S
6.4	Explain the role of friction in hazardous driving conditions.		
6.5	Consistently demonstrate the ability to alter one's driving to accommodate hazardous driving conditions.		
7.3	Consistently demonstrate proper vehicle control while changing direction: • yielding • crossing intersections • merging • changing lanes and passing • maintaining correct lane tracking • backing up.		
7.4	Consistently demonstrate proper right-of-way manoeuvres: • stop signs • two- and four-way stops • traffic circles • yield signs • controlled and uncontrolled intersections • T-intersections • malfunctioning traffic control devices • emergency vehicles.		
7.5	Consistently demonstrate proper turns: • left turns • right turns • reverse/three-point turns.		
7.6	Consistently demonstrate proper parking techniques: • stall parking (forward and reverse) • hill parking (up and down) • angle parking • parallel parking • shoulder parking.		

Exit competencies (cont.)

(Complete at least 20/25 satisfactorily)

Outcome No.	*The student can …*	IP	S
7.7	Demonstrate proper techniques on highways: • entering • curves • shoulders • grade of road • passing • lane-changing • night-time driving • exiting.		
7.8	Demonstrate proper techniques on freeways: • entering • curves • grade of road • passing • lane-changing • night-time driving • parking on shoulders • exiting • emergency conditions.		