



Uganda Road Safety Capacity Building Workshop

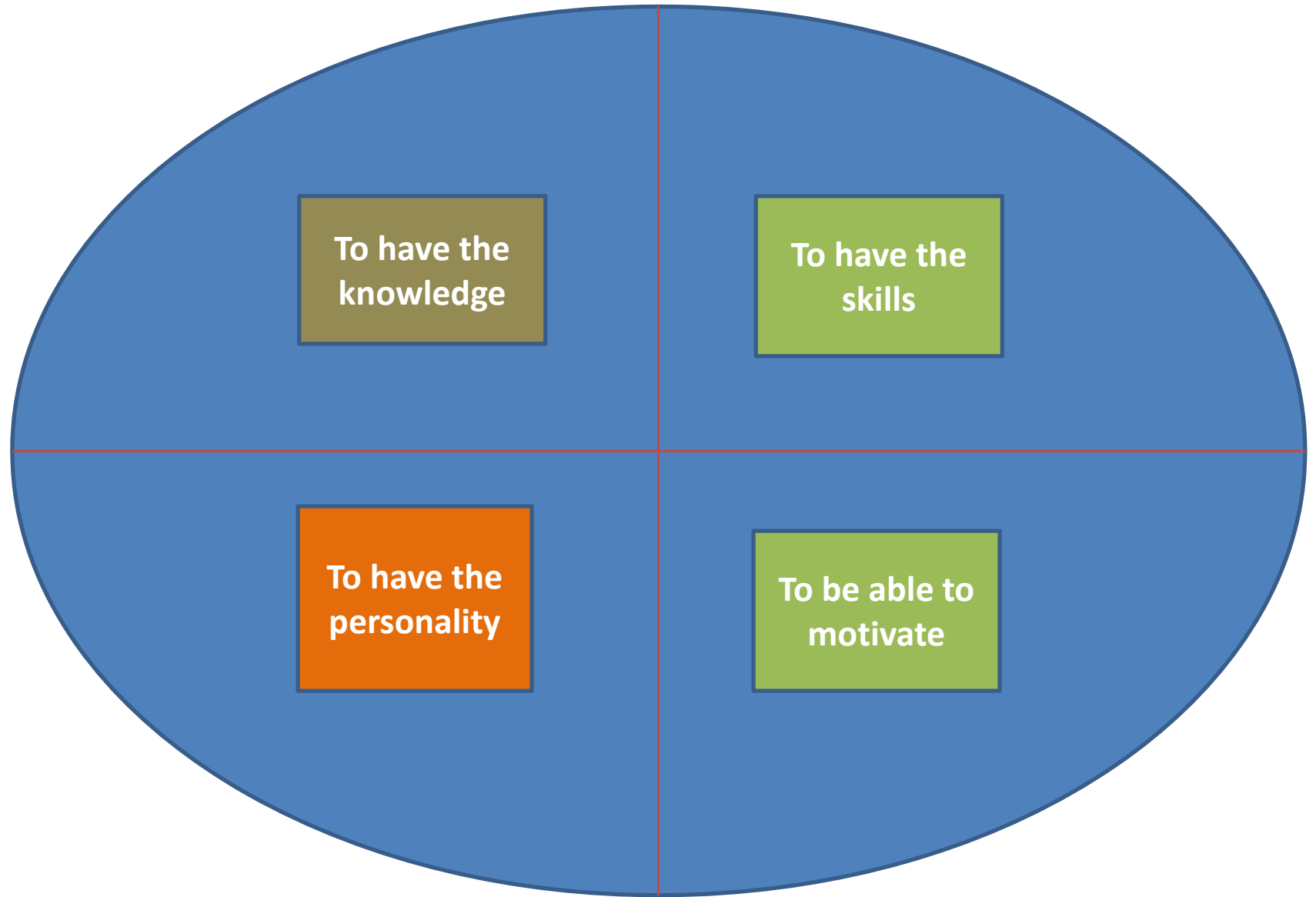
1-2nd March 2018
Kampala, Uganda

Why Driver Instructor Curriculum

- To enable learner instructors with necessary competences that will enable them to facilitate **competence based learning** effectively and efficiently.

Why driver instruction training

- Specific objective
 - Plan competence based learning
 - Facilitate competence based learning
 - Assess the competence based learning
- To improve on driver training quality
- To reduce on driver failure rate
- To deliver well trained drivers on the road
- Improve road safety





THE REPUBLIC OF UGANDA

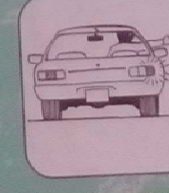
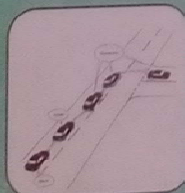
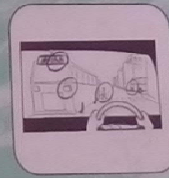
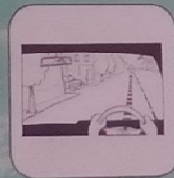
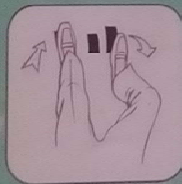
MINISTRY OF WORKS, HOUSING AND COMMUNICATIONS

ROAD DEVELOPMENT PROGRAM PHASE 2 PROJECT



Driver Training and Testing Manuals

- › Curriculum for Training Learner Drivers
- › Curriculum for Training Driving Instructors
- › Review of the Law on Driver Training and Testing
- › Recommendations for the Driving Tests
- › Driver Training - Teaching Aids and Students Texts





Driver Training and Testing Manuals

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The objectives of Instructor Curriculum

- Contribute to an improved level of driving instruction in Uganda
- Provide a detailed curriculum and syllabus for training prospective driving instructors so that there is effective and uniform driver training throughout Uganda
- Provide detailed guidance so that instructors can deliver the contents of the manuals in a standardized and structured way
- Suggest training methods and materials that can be used to support the training procedure.

Objective explained

- This curriculum is therefore as much about 'how to teach' rather than 'how to drive'.
- It is important therefore that trainee driving instructors are given plenty of opportunity to practice their teaching skills under the supervision of a trainer.

Driving Instructor Curriculum

1. Introduction to driving instruction training
2. Laws and regulations
3. Management of driving schools
4. Adult teaching in driving schools
5. Classroom and off-road training
6. Driving exercises on the road
7. Driving tests
8. Examination and Certification

What are the competences we require
the instructor to achieve in the
Curriculum ?

8 Training blocks

- Although this training curriculum is provided in 8 'blocks'; it is a holistic process and not as a fixed series of separate stages.
- This means that instructors should recognize the need to reinforce the learning process by 'revisiting' previous lessons

Curriculum is based on Group B training

- Many of the elements covered will be applicable to training drivers of other vehicles (*motorcycle, PSV, HGV*).
- This is a companion document of training learners in use with **learner manuals**.
- It is also recommended that the instructor makes extensive use of the **Highway Code**.

Curriculum is a Living Document

- Curriculum is subject to **changes** in both the **short and long term**.
- Changing driving conditions and challenges
- traffic regulations are introduced over time.
- **Crucial that driving instructors continuously monitor such developments and modify the training process accordingly**

Curriculum outline:

1) Introduction to driving instruction training

- a) Responsibilities
- b) Training methods

Responsibilities of the driving instructor

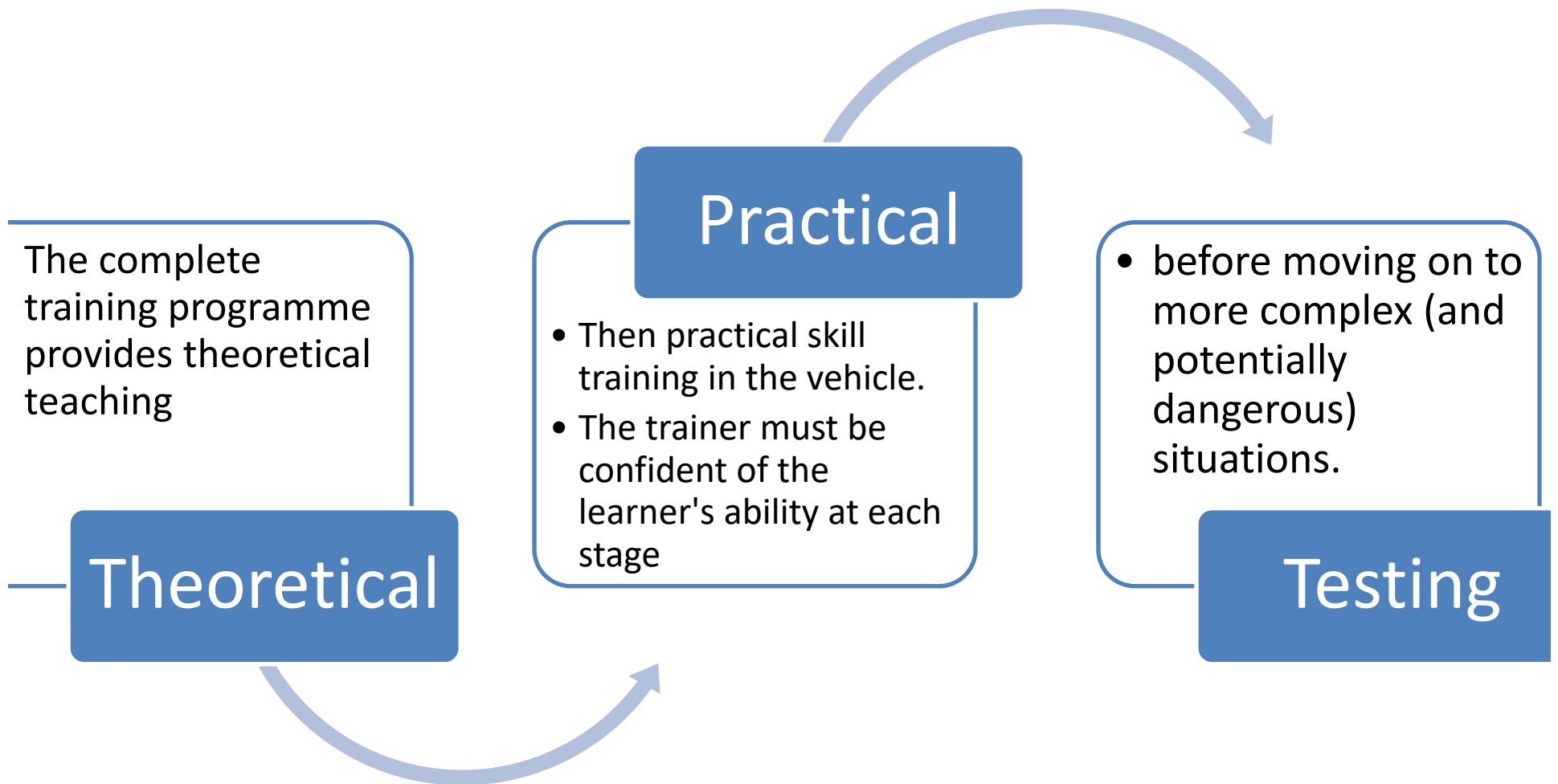
- Instructing is a very **responsible job**.
- Recognise that the learner is putting trust in you to teach them **a life skill** as quickly and effectively as possible
- If you do not do this **properly they are putting learner's life at risk**.
- You are **legally responsible for any accidents** that occur when they are teaching
- have a **moral duty to safeguard** other road users at all times.
- Develop the **right 'attitudes' to driving and safety** and not just train someone to **'pass the test'**.

Training Methods

- There are three basic training methods that the driving instructor should use:
 - Classroom
 - Off-road practice
 - On-road practice.

However, it is important that the development of skills and knowledge is integrated

Training methods



2) Laws and regulations relevant to driving schools

Legal issues related to

- a) Managers
- b) Instructors
- c) Examiners
- d) Learner drivers
- e) Licensing officers
- f) Classrooms
- g) Training grounds
- h) Training vehicles

Laws directly related to driver training

- Traffic regulations on Highway Code (2004)
- Traffic regulations on Driving Schools (2010)
- Traffic regulations on Driving Tests (2012)
- Traffic and Road Safety Act 1998

Laws and regulations related to driver training

- Important element of the driver instruction process
- The instructor must be fully aware of all the issues covered there so that they can pass them on to the learner.
- The instructor must be aware of any such changes and adapt their training to take account of any amendments that occur to the traffic regulations.

3) Management of driving schools

- a) Organization, staff, accounts, etc.
- b) Classrooms
- c) Training vehicles
- d) Monitoring learner progress
- *Traffic regulations on Driving Schools (2010)*

Driving School Management

- Driving school operators should be aware of the standards and systems required as part of providing driver training services.
- There has to be well-established methods for: booking appointments, taking payments, dealing with cancellations,
- In a competitive industry it is necessary to promote a favourable image.
- In addition, there has to be an understanding of the laws and regulations governing small businesses like licenses, etc.

Driving school management

Enrolment checks

- Before agreeing to instruct anyone they must check that the learner has the correct medical fitness and has adequate eyesight.
- It is also advisable that they ask if the person has any medical conditions that might affect their driving.

A classroom

- A classroom is used for the theoretical part of the driver training. This should be large enough to cater for the appropriate number of students (perhaps 5-10) who should be provided with a seat and space for taking notes and filling in test sheets, etc.

Driving School Management

Training vehicles

- It is usual for the vehicles to be small or medium-sized. There should be interior mirrors for both the driver and the instructor.
- Driving schools should consider using dual-control cars, as these can be safer. They also give the learners (and instructor) a greater feeling of safety, which is important for effective teaching.
- The training car must be roadworthy and be maintained in a roadworthy condition at all times.
- It is important that the vehicles are clearly marked to warn other drivers that the vehicle is being used to train a learner driver.

Driving School Management

Training grounds

- The training ground to be used for off-road low-speed traffic maneuvering practice should be both flat and clear of obstructions (such as trees).
- Access to other traffic should be prohibited during training hours and keep out children and animals.
- The area should be marked with cones or line markings so that the learner can learn to steer properly, both in a straight line and smoothly around a bend.
- It should also be marked out so that the learner can practice reversing and parking manoeuvres. It might be possible to share the training ground with other organisations.

Driving School Management

Monitoring learner progress

- The driving instructor should **keep and update a Student Progress Card** (or 'diary') for each learner being trained.
- Record what has been taught and the level of competence reached. The instructors should refer to this card before each lesson.
- If the learner plans to change either the instructor or driving school they should be given the card to give to the new instructor.

4) Adult teaching in driving schools

- a) Learning and motivation
- b) Communication
- c) Teaching aids and tools
- d) Evaluation and examination
- e) Lesson planning

Learning and Motivation

- To be an effective instructor it is essential to develop and maintain a positive 'working' relationship with the learner.
- The learner should receive both praise as well as criticism.
- The instructor has to be patient and supportive, especially when the learner seems unable to get it right.
- The instructor must be prepared to try teaching the task in a different way, or perhaps leave it till another time.
- Instructors must be polite and pleasant to the learner at all times.

The three basic conditions for successful learning

are that students must:

1. Be motivated
2. Consider the programme useful, and
3. Be attentive

Learning and motivation

- Instructors must always be challenging their own performance (as well as the learners) and be asking themselves questions such as:
 - Is the theoretical information too basic?
 - Is the course going too fast or too slow?
 - Are the classroom sessions supporting the practical lessons properly?
- If the student has a bad impression of the instructor or the training, they will not be motivated to learn, and the training **will not be successful**.
- To sum up: **motivation is important in all learning.**

Learning and motivation

- The way the training is organised and carried out will therefore influence whether the learner will or will not be properly motivated.
- This means that the equipment (e.g. literature, stationery, forms, training aids, vehicles) must be well presented and up-to-date and the training delivered in a professional way.

Communication

- Teaching involves transmitting information to another person, by means of words, text, drawings, demonstrations, etc.
- An instructor should therefore be aware of issues relating to both verbal and non-verbal methods of communications, method of instruction, availability of training aids and materials; and know how to use them effectively.
- The key word in all communication is **clarity**

Communication..2

- Encourage **two-way communication** by asking the learner questions, or seeking comments.
- This helps the instructor know whether the **information has been understood**.
- If it has not been understood the instructor can try and explain the matter **in a different way**.
- It is important that the information given be **appropriate for the level of skill** that the learner has reached.

To sum up:

- **teach at the correct level and**
- **continuously check that your message has been understood.**

Teaching Aids and tools

- *Blackboards or white boards* are useful teaching aids as learning to drive is a visual exercise.
- It must be of a good standard and clearly legible by ALL the learners. *It is important not to present too much information at once.* Any writing and figures should be clearly visible.
- *Posters* with illustrations and simple written messages are also very useful.
- *Multi-media projectors* can be used to display presentations (typically Microsoft Power point) from computer onto a screen.
- *Videos* are also valuable aids.
- **Many aids are available for classroom teaching**
- **Aids must relate to the topic being trained and be relevant to the learner** (*Use local materials as much as possible*)

Evaluation and examination

- **Learner progress has to be checked continually.** This assessment has to use a method that is appropriate and capable of producing useful information.
- A range of methods can, and should, be used including **asking questions, observing the learner and setting written tests or assignments.**
- Each of these methods can help to understand whether the learner is gaining the necessary knowledge and skills.
- It is important to **review the learner's progress with the learners themselves as this can provide valuable information for both the learner and the trainer on the progress** being made and the learning process.

Lesson Planning

- Lesson plans help to make sure that the requirements of each **training session are clearly and accurately identified**, and the most effective teaching method is chosen.
- The options might include the use of exercises, activities, presentations or demonstrations. **They may involve one-to-one coaching, classroom teaching of several learners or even taking a small number learners out in a vehicle.**
- However, practical sessions are best with one-to-one teaching.
- The lesson plan will also help to decide the resources (e.g. materials, equipment and facilities) required to conduct the training.

5) Classroom and off-road training

- a) Classroom training
- b) Off-road training
-

Class room training

- Much of what a learner driver needs to know can be taught **in the classroom** — or **in a stationary vehicle**.
- However, many of the things taught will need to be reinforced while on the road **during practical lessons**.
- Remember a learner driver when driving on the road may be **too 'busy' with simply controlling the car** *to take in detailed information being given by the instructor*.

Classroom training

- It is better to introduce things in the classroom,
- It is important to prepare the learners before exposing them to situations that they may not be able to cope with; **this will erode confidence and delay learning.**
- Vocabulary (Terms) used during training should be **simple** and **understood by the learner**
- Remember some learners will need to be told something **more than once.**
- The learner should be **encouraged to 'study' in their own time by suggesting, for example, the Highway Code, Manuals** and other suitable materials.

Classroom training

a) **Vehicle mechanics and roadworthiness**

- The instructor must teach the learner how the vehicle works, with emphasis on the safety aspects and how to make safety checks.

b) **Traffic Regulations and the Highway Code**

- The instructor must teach the learner about the basic rules and regulations relating to traffic.
- The learner should be encouraged to obtain a copy of the Highway Code and to read (and learn) its contents.
- The instructor must also stress the responsibility of the driver in relation to traffic laws and regulations.

Classroom training

c) Traffic signs

- The instructor, using the Highway Code, should teach the learner the meaning and use of traffic signs, including road markings and traffic signals.

d) Accidents and accident causes

- The instructor needs to teach the learner about the causes of accident and how the learner can behave in order to reduce their chances of being involved in an accident.
- In carrying out all classroom training, **the instructor should have a clear lesson plan that helps .-him/her ensure** that the lesson covers all the subjects, and in the most effective way.

Practical driving off-road

- Before driving on the road the learner will need to practice (and become confident with) carrying out low-speed maneuvering of the vehicle. This is best done on an off-road training ground.
- A learner driver will not learn how to change gear and steer unless they do this in a real car.
- It is a useful way of letting drivers 'practice' basic car control skills.

Practical off road driving

- The learner should not be taken on to the road until the instructor (and the learner) is confident that they will be able to control the vehicle safely
- It is important for the instructors to recognize that some learners will take longer than others to develop simple basic control skills.

Off Road Training

- The instructor should use one of the off-road practice lessons to remind the learner about basic vehicle mechanics, and to demonstrate simple safety checks.
- Another important task is to show the learner how to adjust the driver's seat in order to get a good driving position.
- This should be followed by a demonstration of how to adjust the mirrors and an explanation of blind spots.
- The instructor must stress the importance of using a properly-adjusted seat belt at all times.
- The instructor should then proceed to teach the basic driving skills.

Off Road Training ...2

- This should result in the learner being able to steer and change gear while carrying out low-speed manoeuvres.
- These should be practiced in the absence of other traffic. The instructor should take the learner through a series of fixed manoeuvres that cover progressive levels of steering, braking, turning, and reversing, at low speeds.

Off Road Training...3

- The time required for this phase of the training will vary greatly based on the individual's capacity and learning speed.
- It is better if this element of training is done with only one learner in the car. The learner driver curriculum suggests a series of exercises to be followed during this part of the training.

6) Driving exercises on the road

- a) Progression
- b) Fault identification and analysis
- c) Places for on-road training
- d) Lesson plans
- e) Safe and defensive driving

Practical driving in traffic

- Before driving on the road it is vital that the learner is **fully prepared** for all the **obstacles and hazards** they are likely to encounter.
- It is the instructor's responsibility to have informed the learner of what they will be required to do when faced with other traffic and more complex driving manoeuvres (*e.g. junctions and roundabouts*).

Practical driver training

- The instructors should give the learner a progressive series of exercises that gradually expose them to higher speeds and a higher density of traffic.
- These should be closely linked to the learner's ability;
- while they should stretch the learner they should not cause them to become 'overloaded' and lose confidence.

Driving Exercises on the Road

Practicing driving in traffic is at the core of the driving training programme.

The instructor must use a fixed scheme of progressively more complex driving exercises to be conducted in progressively more demanding traffic situations.

The instructor must be taught how to adapt the pace of the training to suit the growing skills and confidence of the learner.

The instructor must also be trained in
how to:

- identify when the learner does something wrong
- analyse why they are doing it
- suggest to the learner what to do to prevent it happening

Places for on-road training exercises

- When the instructor considers that the learner is ready to be taken on the road they should first ask the learner whether they feel confident to do this.
- Roads with little traffic should be used initially. The learner must never be exposed to road locations or traffic situations for which they are not prepared.
- For the lessons used to teach basic elements the ideal conditions are quiet, wide roads with few bends, no hills and very simple traffic junctions.
- As the learner improves the routes selected can include more bends and corners, but still with relatively little traffic.

Places for on road training exercises..2

- For lessons involving moving off, stopping and parking on a hill, and gear changing on uphill and downhill gradients, the selected route should (if possible) have little traffic but with hills of sufficient gradient to allow the learner to develop their skills.
- The eventual aim is to expose the learner to busy traffic and complex situations similar to those that they will encounter during (and after) after passing the test. More complex and dangerous manoeuvres (such as overtaking) should be left until later in the learning process.

Places for on road training exercises..3

- As the learner drives in normal traffic they should be encouraged to **anticipate what is going to happen ('read the road')** and
- to always be driving **at a suitable speed**, in the correct gear and in the correct position to make any appropriate response.
- The instructor could use a '**commentary drive**' to instruct one or more learners how a skilled driver should be planning ahead while driving.

Places for on road training exercises..4

Lesson plans

An instructor needs to be familiar with how to formulate lesson plans. Lesson plans for on-road training have to be based on:

- The assessment of the learner's level of skill
- Deciding on a defined objective (or series of objectives), and
- The logical sequence of training for use in each part of the lesson.

Places for on road training exercises..5

Before the lesson plan is made, an instructor has to understand the following basic criteria:

- What level of knowledge, experience or ability does the learner possess?
- How difficult or easy is it to learn the skill that is going to be taught?
- What level of instruction is being aimed at?

The lesson plan should consist of three distinct phases

Places for on road training exercises..6

Introduction

The introduction should aim to interest the learner in what is going to be taught, and show how it fits in with other lessons.

Learning stages

This is the main body of the lesson and is sub-divided into:

- a) **An explanation** — where the instructor explains to the trainee a particular skill in a methodical manner using suitable language
- b) **A confirmation** — which establishes if the learner has understood and remembered the salient points
- c) **A demonstration** — which is designed to emphasise the sequence and speed of actions required to achieve the skill. This is designed to give the learner confidence and ensure that they appreciate exactly how the skill should be tackled
- d) **Practice** — where the learner is allowed to practice what is being taught. Certain manoeuvres (e.g. parking) will need to be practiced in a number of lessons.

Conclusion

- Here the instructor must discuss **any outstanding problems and emphasise** the main points of the lesson.
- This helps the learner to 'fix' the learning in his memory, and reinforces the content of the lesson.
- The instructor can **conclude by stating what will be covered in the next lesson**, in order to prepare the learner.
- This can also help to **motivate the learner**, and it provides them with an opportunity to read up about the next learning tasks in their own time.

Safe and defensive driving

- It must be stressed to instructors that they have to constantly encourage and remind the learner about adopting safe and defensive driving techniques. These include being tolerant,
 - having self-control,
 - being observant,
 - anticipation and
 - route planning.
- All these are covered in detail in the learner driver curriculum

7) Driving Tests

- a) Training for passing the written test
- b) Training for passing the practical driving test

Training in passing the written (`theory') test

- Instructors must be told that when they consider the learner has achieved a standard of driving such that they are ready to take the official test they should confirm this by taking **the learner through a pre-test check**. This should involve checking their ability to pass both parts (written and practical) of the test.
- Instructors can **check the learner's ability to pass the written test** can be checked by presenting them with one or **more 'dummy' written tests** and discussing any wrong answers with them.

Training in passing the written (`theory') test

Training in passing the practical driving test

- The instructor should also take the learner on a 'mock' practical test. This should try to simulate the 'learner-examiner' relationship rather than the more familiar (and friendly) instructor-learner one.

Training in passing the written (`theory') test ...2

The key issues to determine are:

- that the learner's overall driving ability is sufficient to pass
- that their driving does not deteriorate under (mock) test conditions
- any areas where additional training be needed, and
- what errors they make that need correction.

8) Examination and Certification /Authorization

Instructor license should pass a test to be certified

- The system for testing driving instructors has yet to be designed, but it is likely to consist of three separate tests:
 - a) A written examination; to test knowledge
 - b) A practical test of driving technique; to assess driving skills
 - c) A practical test of their instructional ability; to examine their teaching skills.

Written examination

An instructor needs to have a clear understanding of road safety knowledge in order to be able to pass this examination. The written examination will cover the following issues:

- The Highway Code
- The Traffic and Road Safety Act
- The theory and practice of learning, teaching and assessment
- The use of safety equipment

Written examination ...2

- Dealing correctly with pedestrians
- Instructional techniques needed to teach a learner how to drive safely
- The identification and correction of the learner's errors
- The good relationship between the learner and instructor
- The recognition of the hazards and remedial action.

The driving technique test

- The driving technique test will be similar to the ordinary driving test but will cover a lot more and the prospective instructor will have to demonstrate a high level of competence in all aspects.

Some of the skills to be covered in the test may include

- Good observation and anticipation
- Sound judgment of distance, speed and timing
- Use of correct road procedure
- Good handling of the controls
- Turning the car to face in the opposite direction using forward and reverse gears.
- Anticipated actions of other road users
- Stopping a vehicle as in an emergency, safely and under full control