



FOR A NEW GENERATION OF DRIVERS





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OF DRIVERS

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Introduction

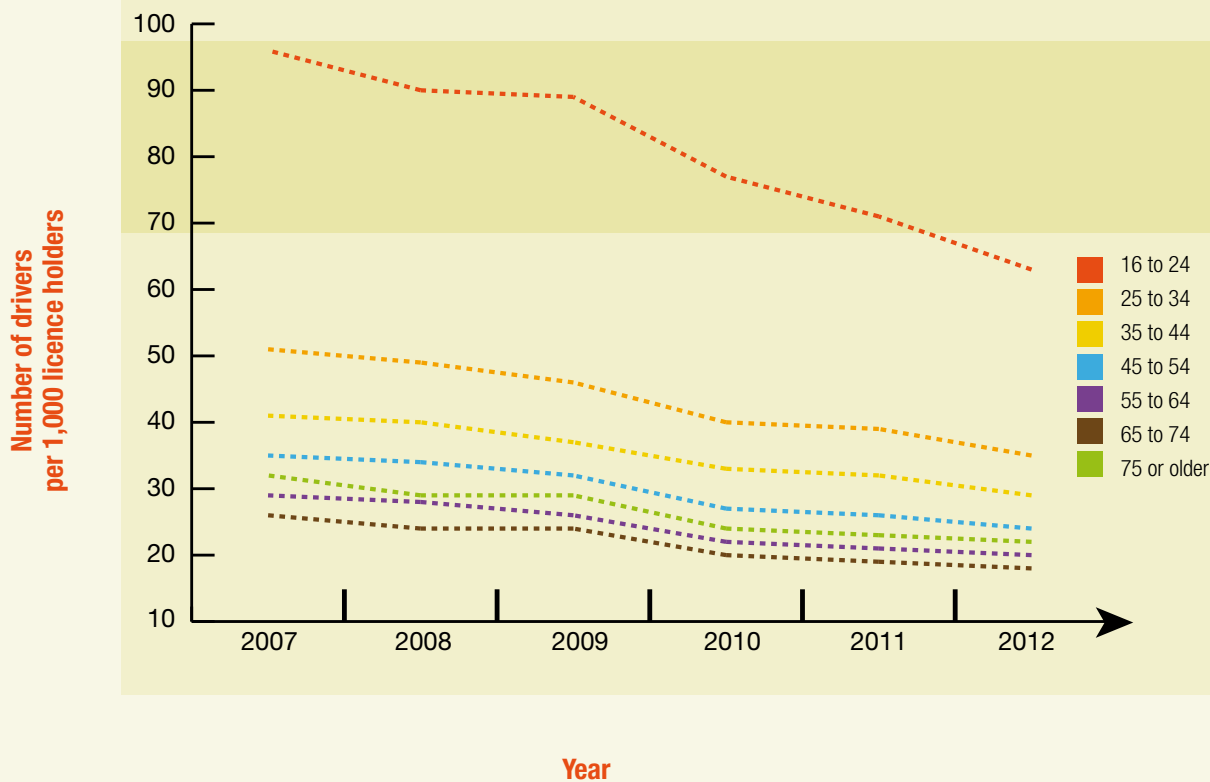


Efforts to improve road safety have been under way for many years now and have had a major impact on the road safety record. The notable reduction in at-risk behaviours such as alcohol-impaired driving or non-wearing of seat belts attests to this. But too many road-related accidents still cause pain and suffering to thousands of victims and their families and friends every year. And many of the victims are young people.

Drivers aged 16 to 24 remain overrepresented in road accident statistics in Québec. In 2012, they were involved in 22% of accidents with bodily injury even though they constituted only 10% of licence holders. Insufficient driving experience combined with risk taking heightens their exposure to the dangers of the road.

The fact is, a beginner driver and an at-risk driver are often one and the same. The graph below clearly shows the gap in road accident involvement between drivers aged 16 to 24 and those in the other age groups. It is recognized that young people have a greater tendency than their elders to adopt at-risk behaviours, including speeding, when they get behind the wheel. In addition, for the same blood-alcohol level, the risk of a fatal accident is higher in this age group than among older drivers, due to lack of experience with both driving and drinking.

Drivers involved in accidents per 1,000 licence holders, by age (2007-2012)



Vision

of the Road Safety Education Program



Numerous means exist to improve the road safety record of young people. In North America, the chosen type of intervention is graduated licensing. In effect in Québec since 1997, graduated licensing has improved the road safety record of young drivers because it provides better supervision during the learning period. In addition, bad behaviours are being punished more severely.

In Europe, a number of countries have developed models of training for prospective drivers that go beyond traditional driver education. The foundation of these programs is a matrix of competencies called “GDE” (Goals for Driver Education) that reflects the full complexity of the driver’s task. The matrix invites developers to integrate into their training programs not only the basic aptitudes of vehicle handling and control of driving situations, but also the elements related to the motivations and attitudes that affect the behaviour of the person at the wheel.

The Québec Road Safety Education Program takes its inspiration from European models and the principles of the GDE matrix, while remaining within the more practice-oriented approach of graduated licensing favoured in North America.

The Québec government's decision to reinstate a mandatory driving course in order to obtain a passenger vehicle licence provided the opportunity to redirect driver training efforts and propose a new road safety education program.

The program aims not only to prepare candidates to pass the driver's licence test, but also to train a new generation of drivers, who will be better citizens of the road, more mindful of the duties and obligations that go with all collective life.

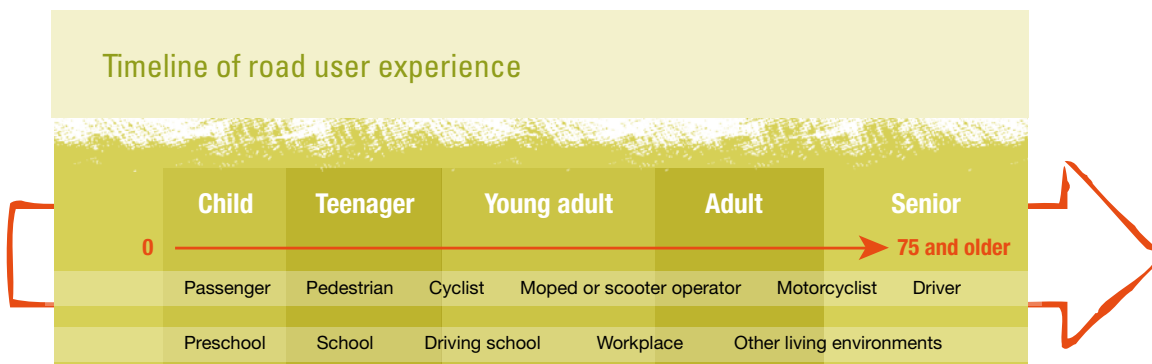
The program is for all new drivers, regardless of age. It is more demanding for aspiring drivers, but it brings out the full meaning of the principle that driving in Québec is a privilege, not an absolute right.

TOWARD LIFELONG LEARNING FOR DRIVERS

The Road Safety Education Program is intended as a stage in a broader scheme of lifelong learning for drivers. Becoming safety-aware, cooperative and responsible citizens of the road demands of road users that, from the earliest age until the end of their lives, they continue to gradually acquire and maintain knowledge and skills in a variety of living environments—at home or at school, for instance—both before and after obtaining their driver's licence.

The timeline below presents the life of a road user, from his or her early experience as a passenger in a child safety seat until the time comes to gradually give up driving. Between those two moments, a person uses the road network in a variety of ways (as a pedestrian, cyclist, moped or scooter operator, motorcyclist, driver, etc.), each of which comes with its own demands and rules.

Partnership between the Société de l'assurance automobile du Québec (SAAQ) and stakeholders in various settings (schools, driving schools, police services, workplaces, seniors' associations, etc.) helps to make road users aware of road safety at each stage of their lives.



Foundation

and Content of the Road Safety Education Program



A BRIEF HISTORY OF THE GENESIS OF THE ROAD SAFETY EDUCATION PROGRAM

Chapter 40 of the Statutes of Québec of 2007 reinstated a mandatory driving course in order to obtain a Class 5 (passenger vehicle) driver's licence. To this end, the *Highway Safety Code* was amended by the addition of section 66.1, which provides as follows:

Persons applying for their first licence to drive a motorcycle, a moped or another passenger vehicle must successfully complete a driving course appropriate for the class of licence requested, given by a driving school recognized by a body approved by the Société. The course must comprise a theoretical part and a practical part. The deadline for the successful completion of each part of the course and the cases in which a person may be exempted from taking the course are determined by government regulation.

Partnership

The effort to develop the Road Safety Education Program began in January 2008. The SAAQ worked closely with the accrediting bodies and the driving school industry. Pedagogical and teaching experts were also mandated to assist with the work.

GUIDING PRINCIPLES OF THE PROGRAM

The program has five guiding principles: alternation between theory and practice, independent driving, eco-driving, at-risk behaviours and the OEA driving strategy.

Alternation between theory and practice

Throughout the program, the educational setting continually shifts from classroom modules to in-car sessions to self-learning. This approach provides for better integration of knowledge, skills and attitudes, because the learning acquired in the classroom is gradually put into practice on the road.

Independent driving

It is important that the aspiring driver achieve a sufficient level of independence on the road before obtaining a probationary licence. The change from being a learner driver to a probationary driver often marks a critical stage for new drivers with respect to involvement in road accidents. First accidents are often connected to shortcomings in skills like observation, anticipation or decision-making. Such lacks are often due to the fact that learner drivers have not had the leeway and opportunity to practice those skills. In the practical training provided by the driving school, the instructor sees to the aspiring driver's progress in a context that goes from guided driving to semi-guided driving to independent driving.

Eco-driving

Eco-driving has been recognized as having essential advantages for the environment, but not only for the environment. Eco-driving also has benefits in terms of road safety, since it promotes values and attitudes that contribute to safe and responsible driving. The program encourages the aspiring driver to apply the principles of eco-driving above and beyond manoeuvring the vehicle. Aspiring drivers will also consider their transportation choices and not always choose a car over other forms of transportation. Deciding not to get behind the wheel is often the best solution in terms of the environment and road safety.

At-risk behaviours

Driving is a complex task that requires close attention. Drivers who engage in at-risk behaviours while driving increase the risk of having an accident and threaten their own safety as well as that of other road users. Therefore, the program pays special attention to raising awareness of the significant role played by speeding, alcohol, drugs, fatigue and non-wearing of seat belts in road risk and the seriousness of injuries.

The OEA driving strategy (Observe–Evaluate–Act)

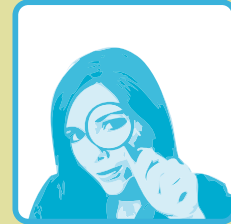
Aspiring drivers need to master the Observe-Evaluate-Act exploration sequence in order to quickly observe and evaluate what is happening around them. It enables them to better anticipate risk situations and react accordingly so that they always behave safely, cooperatively and responsibly in the presence of the various types of road users, particularly those who are vulnerable (pedestrians, cyclists, etc.).

COMPETENCY-BASED APPROACH

The Road Safety Education Program was prepared according to the competency-based approach. The approach is grounded in a teaching philosophy that aims to stimulate learners to mobilize their personal resources and act, succeed and progress in a variety of contexts, according to defined performance levels and with all the types of knowledge required.

The Road Safety Education Program covers four competencies:¹

- To establish the profile of a safe, cooperative and responsible driver
- To handle a passenger vehicle
- To share the road
- To use the road network independently and responsibly



Observe

the road environment

Know where and how to look
and what to look for



Evaluate

potential
at-risk situations

Think of possible solutions



Act

safely

Adopt the driving manoeuvres
that are safest for you
and others

1. The competencies, competency elements and performance criteria are listed in the appendix.

Program competencies and competency elements

<p>1 To establish the profile of a safe, cooperative and responsible driver</p>	<p>2 To handle a passenger vehicle</p>
<ul style="list-style-type: none"> • Recognize the personal characteristics that can influence one’s behaviour as a prospective driver • Determine the factors that increase risk while driving • Determine the legal framework and the rules of courtesy that make safe, cooperative and responsible driving possible • Determine the characteristics of ecological, economical and safety-conscious driving (eco-driving) • Establish one’s profile as a prospective driver 	<ul style="list-style-type: none"> • Prepare the vehicle for travel • Perform driving manoeuvres • Drive ecologically, economically and safely (eco-driving) • Evaluate one’s skills and limitations with regard to the manoeuvres performed
<p>3 To share the road</p>	<p>4 To use the road network independently and responsibly</p>
<ul style="list-style-type: none"> • Take the other road users into account • Drive cooperatively and courteously • Evaluate one’s behaviour with regard to sharing the road 	<ul style="list-style-type: none"> • Decide to drive or not to drive • Make one’s way independently on the road network • Drive responsibly • Anticipate potential at-risk situations • Handle the vehicle in difficult or emergency situations • Evaluate one’s driving practices and behaviour with regard to independent and responsible driving



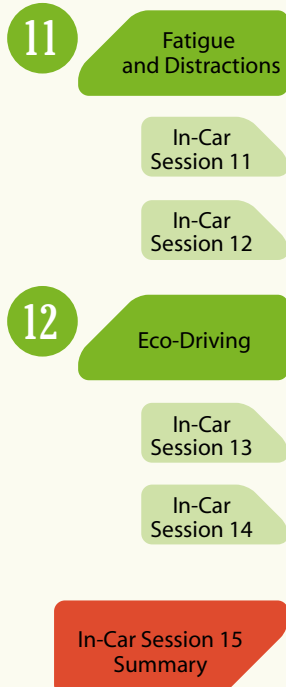
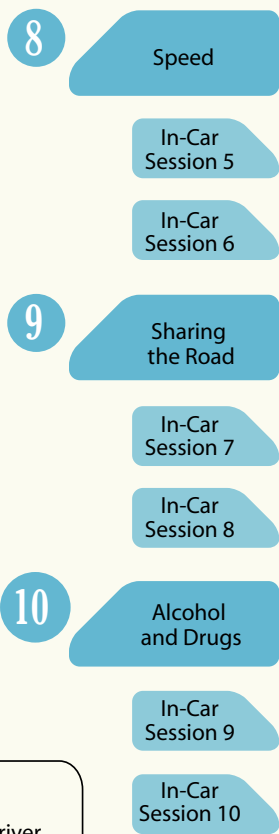
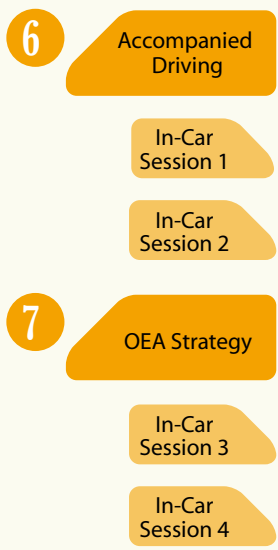
Program

Outline



The program outline sets out the framework for the acquisition of the competencies provided for in the program. It comprises four phases of learning in which theory (Modules 1 to 12) and practice (In-Car Sessions 1 to 15) alternate. The program totals 24 hours of theoretical training and 15 hours of practical training.

Program outline



Four competencies to acquire

1. To establish the profile of a safe, cooperative and responsible driver
2. To handle a passenger vehicle
3. To share the road
4. To use the road network independently and responsibly

Phase 1

Prerequisite for a learner's licence (theory only)

- Teaching content about the vehicle, the driver, the environment and at-risk behaviours
- Awareness of safe, cooperative and responsible behaviours to use when driving
- Theoretical evaluation. Learners are required to pass the evaluation in order to be issued a learner's licence by the SAAQ.

Phase 2

Guided driving

- Teaching content about guided driving and the OEA strategy
- Learning basic manoeuvres in easy driving environments
- Adopting safe, cooperative and responsible behaviours in easy driving environments

Phase 3

Semi-guided driving

- Teaching content about at-risk behaviours (speeding, alcohol and drugs) and sharing the road, in particular with vulnerable road users and heavy vehicles
- Learning more complex manoeuvres in varied driving environments
- Adopting safe, cooperative and responsible behaviours in varied driving environments

Phase 4

Semi-guided to independent driving

- Teaching content about other risk factors (fatigue and distractions while driving) and eco-driving
- Further learning about vehicle manoeuvres and adopting safe, cooperative and responsible behaviours in varied driving environments
- Summary of what was learned during in-car sessions, in preparation for the SAAQ road test

TEACHING APPROACH

The educational aims of the program content are to encourage aspiring drivers to self-evaluate and think about their actions as they relate to the profile of a safe, cooperative and responsible driver. Discussions between learners, instructor-monitors, monitors and accompanying drivers are encouraged. Aspiring drivers are responsible for their own learning process, and they should constantly question their own behaviours and attitudes with regard to driving a passenger vehicle.

Classroom learning

The classroom training most often begins with an activity led by the instructor-monitor, which requires using program competencies. These are team activities that promote discussion and interaction with peers to encourage thought and awareness. Aspiring drivers are brought to better understand their strengths and weaknesses as prospective drivers. Instructor-monitors provide the rest of the content necessary to improve program competencies.

On-road instruction

Before going out on the road, the monitor must take a few minutes, in the vehicle, to talk with the aspiring driver about the manoeuvres to be performed and the behaviours to adopt. At the end of the session, the aspiring driver must fill out a self-evaluation sheet and talk with the monitor about his or her strengths, the points he or she has to improve on, and the elements to be put into practice in subsequent sessions with the monitor or the accompanying rider.

Self-learning

Part of the learning comes from reading the study guides, *Driving a Passenger Vehicle* and the *Driver's Handbook*, and the supplemental material included in the *Road Access Binder* for aspiring drivers.

THEORETICAL AND PRACTICAL EVALUATION

Evaluation is an essential part of learning and is carried out in several stages throughout the training process. Evaluation lets aspiring drivers track their progress and highlight their strengths and weaknesses.

Theoretical training evaluation

The first evaluation comes at the end of Phase 1, in the form of a written test from the SAAQ dealing with the theory covered so far. The test is given by the driving school. The aspiring driver obtains a learner's licence when he or she passes this first test. For the second written evaluation, ten months after obtaining a learner's licence, aspiring drivers can go to an SAAQ service centre to write the knowledge test.

Practical training evaluation

An evaluation of practical training is done by the driving school during in-car sessions 5 and 10, and during session 15, which is the summary before the SAAQ road test. Twelve months after obtaining a learner's licence, aspiring drivers who have passed the knowledge test given by the SAAQ and obtained an attestation of successful completion of the driving course can go to an SAAQ service centre to take the road test.

THE ROLE OF INSTRUCTOR-MONITORS AND DRIVING MONITORS

Under the program, the role of instructor-monitors and driving monitors is not just to transmit their knowledge to aspiring drivers, but also to guide them in developing the profile of a safe, cooperative and responsible driver. In order to do so, they must:

- Foster the aspiring driver's awareness of the risk that using the road network represents and encourage aspiring drivers to examine their values, motivations, influences and lifestyle critically as to their impact on driving a passenger vehicle;
- Foster and guide interaction and exchange among aspiring drivers so they can think about and compare their perceptions as to the profile of a safe, cooperative and responsible driver;
- Respect individual differences (as to age, sex, level of education, personality, culture, etc.) and take each aspiring driver's pace of learning into account so that he or she reaches the level of competency necessary to obtain a driver's licence.

THE ACCOMPANYING RIDER'S ROLE

Accompanied driving is mandatory in Québec for all learner's licence holders. It allows learners to acquire driving experience under conditions that minimize exposure to risk, provided accompanying riders do their part. An accompanying rider must devote many hours to supervising an aspiring driver and helping him or her complete the learning process begun at the driving school. The more trips aspiring drivers make and the more varied they are, the better prepared they will be to drive safely on the road network as independent drivers. Being an accompanying rider is a commitment that takes time and energy. An accompanying rider must be a role model as a driver, talk with the aspiring driver about his or her strengths and weaknesses and ensure the aspiring driver's progress toward independence.

PEDAGOGICAL MATERIALS

The study guides

Road Access Binder – This document is the work tool that accompanies aspiring drivers throughout their training at the driving school. It includes all the information and references an aspiring driver needs to take the Road Safety Education Program. The *Road Access Binder* contains a roadmap indicating the readings recommended by the SAAQ for each course module, as well as a study guide supplement. The readings will help the aspiring driver to be well prepared for the knowledge test and the road test. In the binder, aspiring drivers will also find the contents of the classroom activities, explanatory sheets for the in-car sessions, and more.

Driving a Passenger Vehicle – This guide describes the basic manoeuvres for controlling a vehicle, as well as the more complex techniques required for driving in difficult conditions. It presents the OEA driving strategy and eco-driving advice. Each chapter ends with self-evaluation exercises to help readers assess their learning.

Driver's Handbook – This is a condensed version of the *Highway Safety Code* and the regulations made under it. It presents the main requirements of law, covers the standards for driving a passenger vehicle, and gives practical advice.

The *Éducation routière* Web site

This Web site, specially designed for the Road Safety Education Program, is only for people involved with the driving course, firstly, aspiring drivers, who will find, among other things, information about the course, interactive review exercises and animated video clips, and, secondly, instructor-monitors and monitors, who will find all the documentation they need to provide instruction at the driving school.

Conclusion



The Road Safety Education Program was developed in light of the most recent knowledge in driver education. The number of hours of theoretical and practical training given by driving schools has been increased and the content has been enriched. The program aims not only to prepare candidates to pass the driver's licence test, but also to train a new generation of drivers that is more considerate of other road users and more cooperative.

Implementing the program required a sustained effort by the partners who were associated in its development, particularly the driving schools. Now that taking a driving course is mandatory again, the entire population of aspiring drivers are filling their classrooms. They have to provide instruction using a completely modified program and put new ways of doing things into practice.

The challenge has been taken up with enthusiasm, but also realism. The Road Safety Education Program will improve over the years as a result of the experience gained on the ground and the concerted efforts of all those who took part in its development. The main issue remains to improve the road safety record of new drivers, and only time will tell if we have met our objective.

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Appendix

Competencies of the Road Safety Education Program

1 Profile of a safe, cooperative and responsible driver

Statement of the competency

1. To establish the profile of a safe, cooperative and responsible driver

Achievement context

- Working with relevant documentation on the subjects dealt with
- Thinking personally about one's profile as a prospective driver
- Referring to the rules of the *Criminal Code* and the *Highway Safety Code*

Elements of the competency

- 1.1 Recognize the personal characteristics that can influence one's behaviour as a prospective driver

Performance criteria

- 1.1.1 Determination of the personal characteristics required for driving a vehicle
- 1.1.2 Determination of one's values, beliefs, motivations, influences and lifestyle in relation to the profile of a prospective driver
- 1.1.3 Recognition of one's abilities and limitations as a prospective driver

- 1.2 Determine the factors that increase risk while driving

- 1.2.1 Judicious determination of physiological factors that increase risk
- 1.2.2 Judicious determination of psychological factors that increase risk
- 1.2.3 Judicious determination of personal factors that influence risk taking
- 1.2.4 Appropriate determination of distraction factors that increase risk

- 1.3 Determine the legal framework and the rules of courtesy that make safe, cooperative and responsible driving possible

- 1.3.1 Respect of laws and regulations
- 1.3.2 Determination of the rules of courtesy
- 1.3.3 Recognition of misconduct and the possible consequences of irresponsible driving at the personal, occupational, social, economic and legal levels

1 Profile of a safe, cooperative and responsible driver *(Cont.)*

1.4 Determine the characteristics of ecological, economical and safety-conscious driving (eco-driving)

1.4.1 Determination of the principles relating to ecological, economical and safe driving (eco-driving)

1.4.2 Determination of the advantages of ecological, economical and safe driving (eco-driving)

1.5 Establish one's profile as a prospective driver

1.5.1 Demonstration of critical judgment and honesty regarding one's profile

For the competency as a whole

- Consideration of the social values related to individual and collective liability and of the protection of the environment in road safety matters
- Decision-making in relation to one's profile

2 Handling a passenger vehicle

Statement of the competency

2. To handle a passenger vehicle

Achievement context

- In a variety of driving situations
- Gradually
- Under a variety of weather and road conditions
- According to the rules of the *Criminal Code* and the *Highway Safety Code*
- According to road signs and traffic signals

Elements of the competency

2.1 Prepare the vehicle for travel

Performance criteria

- 2.1.1 Adequate identification of the technical characteristics of the vehicle used
- 2.1.2 Accurate evaluation of vehicle condition
- 2.1.3 Safe seating of occupants
- 2.1.4 Safe transportation of baggage and animals
- 2.1.5 Safe driving position

2.2 Perform driving manoeuvres

- 2.2.1 Proper visual exploration
- 2.2.2 Adequate and constant communication of one's intentions
- 2.2.3 Adequate and constant maintenance of safety margins
- 2.2.4 Constant control of the vehicle—braking, steering, acceleration, speed, etc.
- 2.2.5 Assessment of vehicle behaviour—laws of physics, speed, etc.

2.3 Drive ecologically, economically and safely (eco-driving)

- 2.3.1 Using means that make ecological, economical and safe driving (eco-driving) possible

2.4 Evaluate one's skills and limitations with regard to the manoeuvres performed

- 2.4.1 Demonstration of critical judgment of one's behaviour, skills, abilities and limitations
- 2.4.2 Accurate determination of the means to employ to progress in knowledge and skill

For the competency as a whole

- Obeying the *Criminal Code* and the *Highway Safety Code*
- Obeying road signs and traffic signals
- Proper application of driving strategies
- Constant courtesy to other road users
- Respect of the principles and means related to ecological and economical driving
- Decision-making in keeping with road safety

3 Sharing the road

Statement of the competency

3. To share the road

Achievement context

- In a variety of driving situations
- Gradually
- In the presence of various road users
- According to the rules of the *Criminal Code* and the *Highway Safety Code*
- According to road signs and traffic signals
- According to the rules of courtesy

Elements of the competency

3.1 Take the other road users into account

Performance criteria

- 3.1.1 Consideration of other road users—characteristics, rights, etc.
- 3.1.2 Special attention to vulnerable users
- 3.1.3 Accurate anticipation of possible behaviours of other users
- 3.1.4 Adequate and constant communication with other users

3.2 Drive cooperatively and courteously

- 3.2.1 Application of the rules of cooperative, courteous driving
- 3.2.2 Proper consideration of the actions of other users
- 3.2.3 Appropriate actions in the presence of other users
- 3.2.4 Avoidance of potential conflicts, regardless of source

3.3 Evaluate one's behaviour with regard to sharing the road

- 3.3.1 Demonstration of critical judgment of one's behaviour, skills, abilities and limitations
- 3.3.2 Accurate determination of the means to employ in order to progress in knowledge and skill

For the competency as a whole

- Obeying of the *Criminal Code* and the *Highway Safety Code*
- Obeying of road signs and traffic signals
- Proper application of driving strategies
- Constant courtesy toward other road users
- Respect of the principles and means related to ecological and economical driving
- Decision-making in keeping with road safety

4 Using the road network independently and responsibly

Statement of the competency

4. To use the road network independently and responsibly

Achievement context

- In a variety of driving situations
- On the Québec road network
- According to the characteristics of the road
- Under different weather and road conditions
- According to the rules of the *Criminal Code* and the *Highway Safety Code*
- According to road signs and traffic signals

Elements of the competency

4.1 Decide to drive or not to drive

Performance criteria

- 4.1.1 Establishment of the objective of the trip
- 4.1.2 Consideration of the physiological factors that can compromise driving ability—alcohol, drugs, medications, fatigue, drowsiness, one's state of health or a combination of several factors
- 4.1.3 Consideration of the psychological factors that can influence driving ability—emotional state, anxiety, worry, insecurity, etc.
- 4.1.4 Consideration of environmental factors
- 4.1.5 Consideration of vehicle condition
- 4.1.6 Suitable planning of transportation options

4.2 Make one's way independently on the road network

- 4.2.1 Effective planning of travel
- 4.2.2 Elimination or sufficient reduction of the greatest possible number of distractions
- 4.2.3 Use of landmarks to get one's bearings on the road network

4.3 Drive responsibly

- 4.3.1 Consideration of factors that influence one's ability to drive
- 4.3.2 Consideration of other users
- 4.3.3 Consideration of the influence of passengers in the vehicle—the distraction factor
- 4.3.4 Consideration of the environment
- 4.3.5 Consideration of the vehicle's behaviour
- 4.3.6 Avoidance of potential conflicts, regardless of source
- 4.3.7 Constant maintenance of safety margins
- 4.3.8 Appropriate actions that make responsible driving possible

4 Using the road network independently and responsibly (Cont.)

4.4 Anticipate potential at-risk situations

- 4.4.1 Interpretation of useful clues
- 4.4.2 Quick evaluation of risks
- 4.4.3 Selection of solutions for avoiding or reducing risks
- 4.4.4 Actions suited to the situation

4.5 Handle the vehicle in difficult or emergency situations

- 4.5.1 Interpretation of useful information in difficult or emergency driving situations
- 4.5.2 Quick evaluation of risks
- 4.5.3 Consideration of other users
- 4.5.4 Application of appropriate driving strategies

4.6 Evaluate one's driving practices and behaviour with regard to independent and responsible driving

- 4.6.1 Demonstration of critical judgment of one's behaviour, skills, abilities and limitations
- 4.6.2 Accurate determination of the means to employ in order to progress in knowledge and skill

For the competency as a whole

- Obeying the *Criminal Code* and the *Highway Safety Code*
- Obeying road signs and traffic signals
- Proper application of driving strategies
- Constant courtesy to other road users
- Respect of the principles and means related to ecological and economical driving
- Decision-making in keeping with road safety

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