



How best to prepare young people to be safe and responsible drivers for now and for the future

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# Safer Vehicles, Safer Drivers, Safer Roads

Bankia

*“The Road to Zero”*

REALIA



# Patrick Delaney

Director of Operations  
Driver & Vehicle Agency  
Northern Ireland

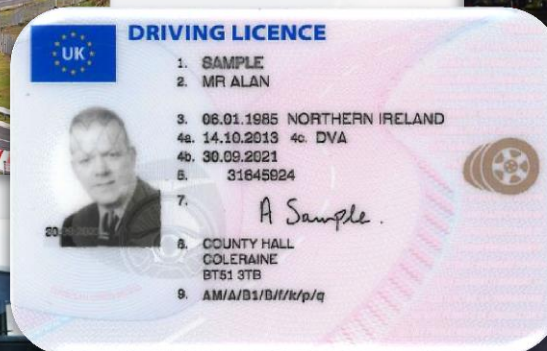
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# Where are we?



# What we do?





# What are our challenges?

- To have:
  - safer roads;
  - safer vehicles; and
  - safer drivers

# What are we doing?



- Four strategic targets
- 224 Action measures covering
  - Education
  - Engineering
  - Tuition / Testing
  - Enforcement

# Education

**CRASHED FUTURES**  
EDUCATION PACK  
For Years 11, 12, 13 & 14

**1 SHANNAN**  
INFORMATION FOR FACILITATOR:

**SPEEDING**

- Are you aware that there are speed limits? Do all roads have the same speed limit? Why? / Why not?
- What does the speed limit mean?
- What else do you need to take into account when driving at particular speeds?

*(See Rule 123 of Highway Code)*

**INFORMATION FOR FACILITATOR: HIGHWAY CODE 11**

**SPEED LIMITS**

The **MOST** NOT exceed the maximum speed limits for the road and for your vehicle (see the table on page 40). The presence of street lights generally means that there is a 20 mph (40 km/h) speed limit unless otherwise specified.

Lanes 0700 Arts, 30, 30 & 43 & MVSLR

**11** The speed limit is the absolute maximum and does not mean that it is safe to drive at that speed irrespective of the conditions. Driving at speeds too fast for the road and driving conditions can be dangerous. You should always reduce your speed when:

- the road layout or condition presents hazards such as bends;
- sharing the road with pedestrians, cyclists and horse riders, particularly children and motorcyclists;
- weather conditions make it safer to do so;
- it is difficult to see other road users.

Do you and your best friend talk about the future in the same way that Cara and Shannon do?

What do you and your best friend talk about?

- Going to university
- Your next party
- A special birthday party

Is Cara and Shannon's friendship similar to the friendship you have with your friends? If everyone here has dreams for the future, how do you think it would feel to have all those dreams taken away from you?

*(See worksheet 2: Shannon's story here)*

**LIFE AND THE FUTURE**  
Thinking about the things that Cara said she and Shannon did together, how does that compare to you and your best friend / friends?

**PROBE FOR FACILITATOR:**  
Cara said they liked to:

- Go shopping.
- Chat.
- Go out on the town.
- Go out partying.

**SHARE THE ROAD TO ZERO**  
...because every road death is one too many.

**SHARE THE ROAD TO ZERO**  
Community Toolkit

**SHARE THE ROAD TO ZERO**  
Community Event

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Community Event

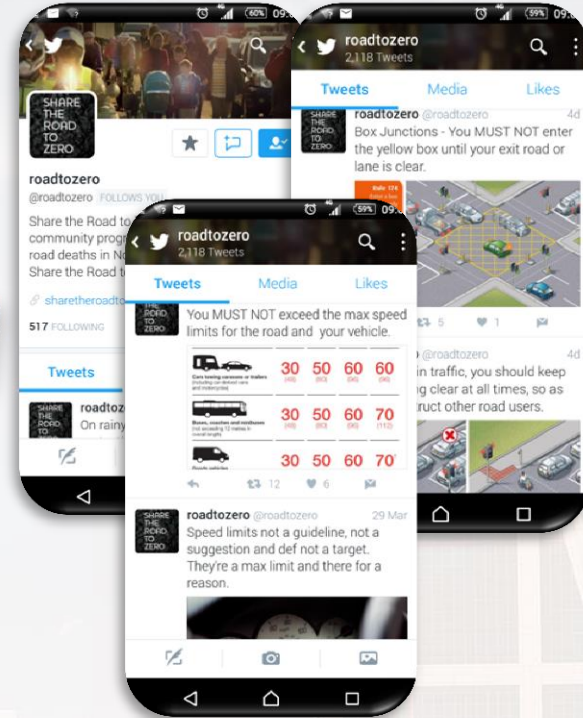
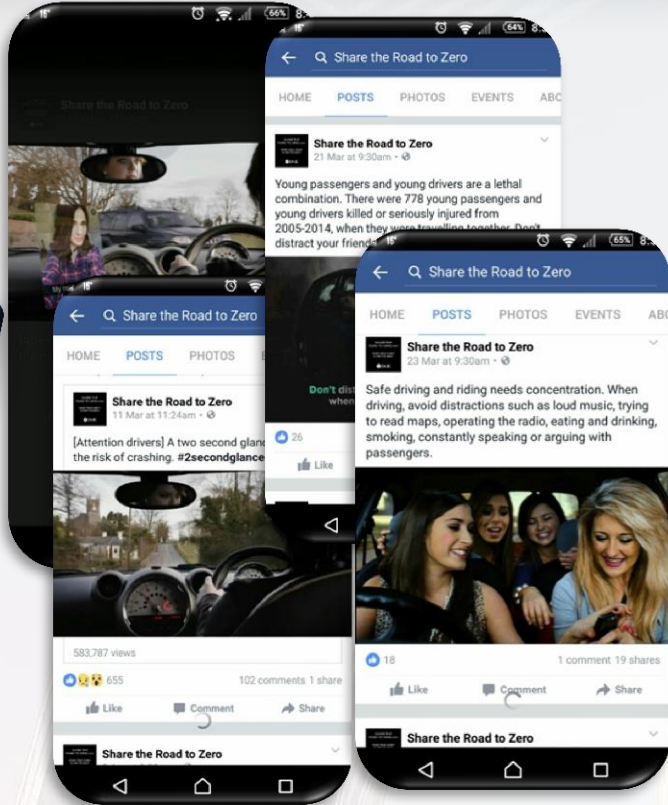
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Community Event

**SHARE THE ROAD TO ZERO**  
Community Toolkit

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# Education



	30	50	60	60
Dark housing, residential or urban	30	50	60	60
Urban, residential and urban	30	50	60	70
Urban, residential and urban	30	50	60	70





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# Education



Video 1



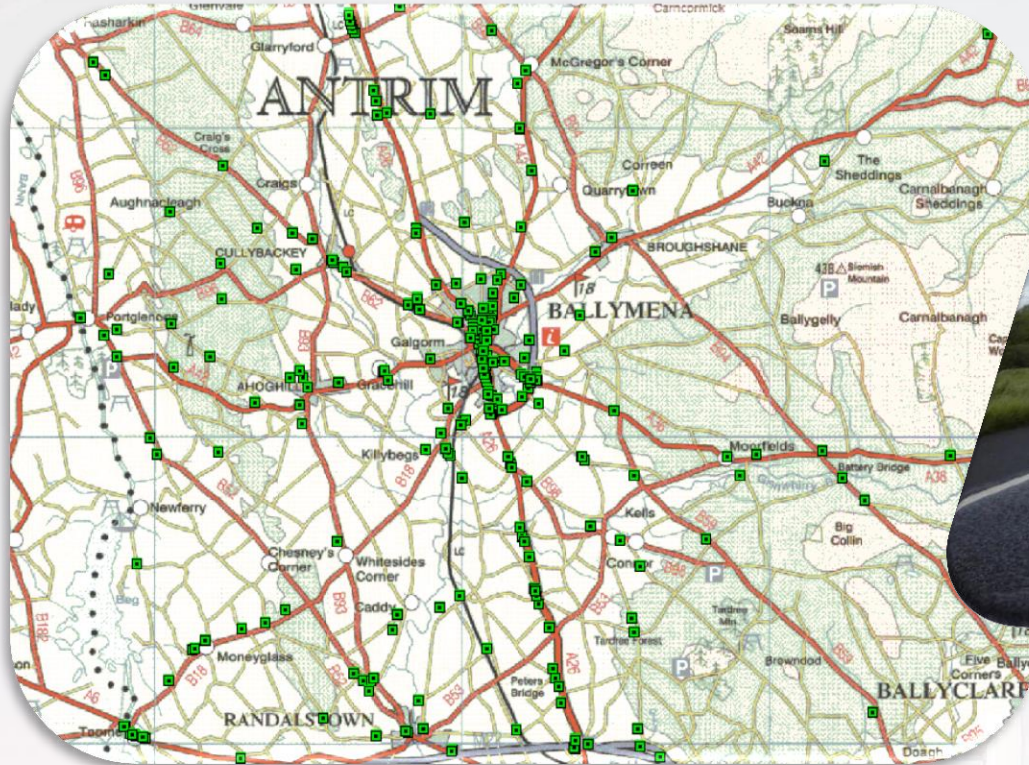
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# Engineering



# Engineering



# Tuition / Testing

	Knowledge & Skills	Risk Increasing Factors	Self-Evaluation
Level 4 The Person	How am I, what goals & ambitions do I have? What skills do I have? What views and opinions do I hold? What do I enjoy most about driving? Why do I want to learn to drive?	What type or personality do I have and what are the risk increasing factors of being a thrill seeker, or aggressive, or anxious & nervous? What are the risks for me when I've passed my test?	How well do I manage myself? Am I able to reflect? Do I understand consequences to actions? How will I cope with driving once I've passed my test?
Level 3 The Journey	What do I need to know about planning my journey, what mode of transport should I use, what is the best time of day to travel, what roads should I avoid? What do I need to know about distractions, passengers, alcohol & drugs?	What risks are involved with drinking and driving, speeding, being distracted, using my mobile phone & driving, driving with tiredness?	How good am I at navigating & route planning? How does tiredness affect my concentration? What strengths do I have in dealing with peer pressure? What are my weaknesses?
Level 2 The Road	What do I need to know to drive in traffic, negotiate busy junctions, forward plan, read the road ahead, anticipate hazards, as well as driving in different weather conditions & at night?	What are the risks of driving at night, or in adverse weather conditions? What could go wrong if I don't look properly or forward plan?	How good am I at dealing with other traffic; what strengths do I have & what weaknesses?
Level 1 The Vehicle	What do I need to know to operate the controls smoothly, move away & stop, complete manoeuvres, deal with basic junctions, as well as, maintain my vehicle & carry out basic checks?	What if I didn't wear my seatbelt, or check my tyres or carry out basic checks? What if I brake harshly, or accelerate fiercely, or steer sharply – what could go wrong?	How good am I operating the controls? What weaknesses do I have? How well do I choose the correct gear or time my gear changes?

(Goals for Driver Education: Hatakka, Keskinen, Glad, Gregersen, Hernetkoski, 2002)

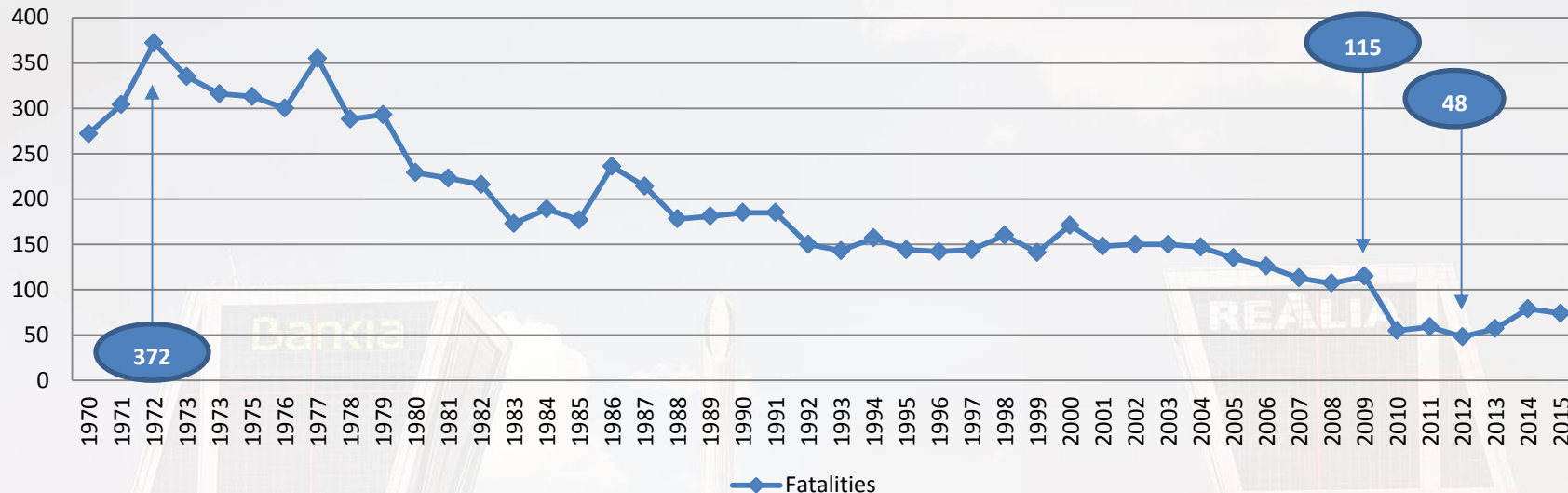
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Elisabeth Suzen Nord-Trøndelag University College



# Tuition / Testing

## Police Recorded Injury Road Traffic Collision Statistics Fatalities on Northern Ireland Roads 1970 - 2015





# Tuition / Testing

- We know what the ‘new driver’ problem is:
  - Inexperience + youth
  - New drivers = less than two years’ experience
  - Most new drivers are young (17–24)
  - Many new drivers are very young (17-19)
  - Young drivers responsible for 1 in 4 road fatalities
  - Young drivers responsible for 1 in 5 serious road casualties
  - 1 in 5 new drivers has a collision during first 6 months of driving



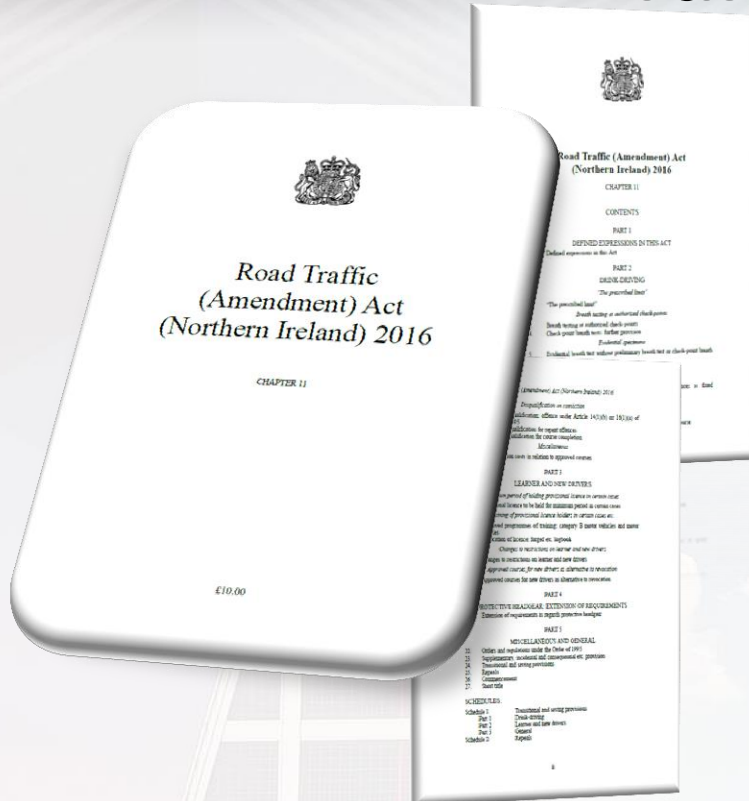
# Tuition / Testing

- What are we doing?
  - Education programmes focused on young drivers
  - Graduated Driver Licensing
  - Engagement with driving instructors
  - Review the practical driving test

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# Tuition / Testing



- Graduated Driver Licensing
  - Mandatory minimum learning period
  - Programme of training, including a compulsory student logbook
  - Remove speed restriction to allow lessons to be taken at posted speeds and on a motorway
  - Amended practical tests to test at posted speeds
  - Passenger carrying restrictions
  - Remedial courses for new driver offences
  - 24 month 'new driver' restrictions
  - Display a distinguishing plate on the vehicle for two years

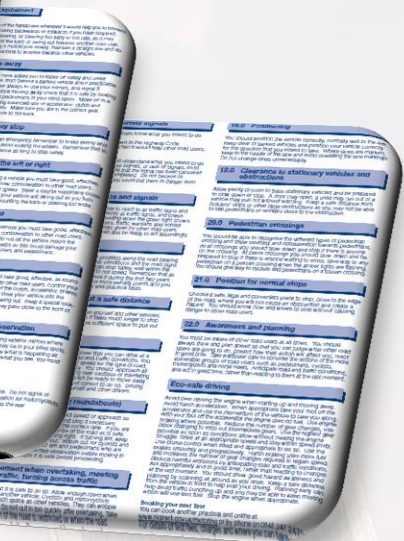
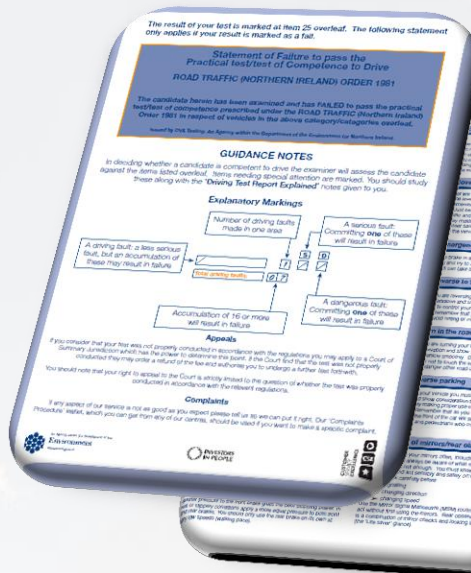




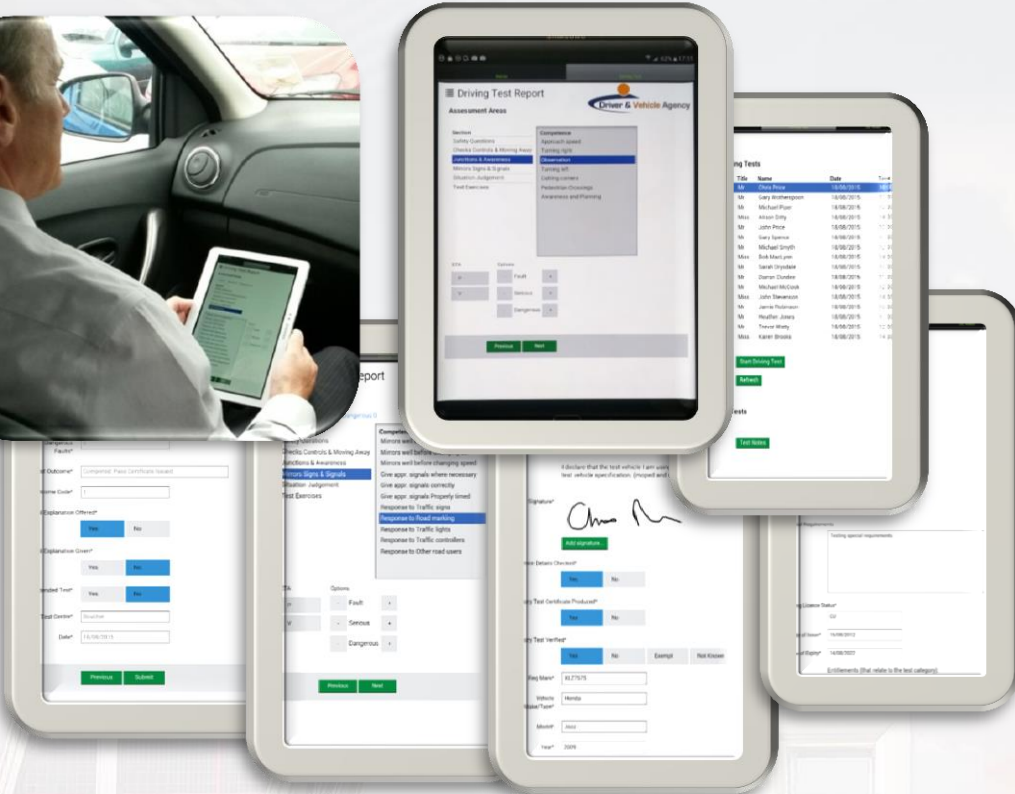
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# Tuition / Testing



# Tuition / Testing



- Designed by driving examiners
- Assessments grouped
- GPS enabled
- Wi-Fi connectivity
- Real-time to Driver Licensing.

# Tuition / Testing

Significant Variables	Model Log Likelihood	Change in - 2 Log Likelihood	df	Sig. of the Change
<b>1. Examiner (DVA)</b>	<b>-26512.175</b>	<b>656.800</b>	<b>68</b>	<b>.000</b>
2. Test Route (DVA)	-26459.382	551.213	116	.000
3. Gender	-26449.259	530.968	1	.000
4. Manoeuvre (DVA)	-26298.279	229.008	2	.000
5. Age	-26287.487	207.423	6	.000

## Binary Logistic Regression Model

- Nine significant predictor variables
- Three of top four internal factors



# Tuition / Testing

- Is this enough?
  - Increase on-road time
  - More demanding tests and marking
  - More independent driving
  - Use satellite navigation
  - Link reason for failure to Programme of Training logbook
  - Situational judgement
  - Grade the 'pass certificate'
  - More education



# Education





# Finally

- If we have:
  - safe cars;
  - safe roads; and
  - safe drivers
- Then the outcome of any collision would be that any road user would survive it
- For us that's the 'Road to Zero'