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Mr Andy Meddick
Participating Member,
Inquiry into the Increase in Victoria's Road Toll,
Legislative Council Economy and Infrastructure Committee,
Victorian Government
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RE: Inability of the Current Graduated Licensing System (GLS) to provide safe driving outcomes for Year 1 Probationary Licence Holders.

Problem Identification – 1. Driving instruction methodology, 2. Instructors, 3. Lack of standard curriculum, 4. lack of a competency-based framework, and 5. Measurement of success.

1. Driving Instruction (flawed methodology):

- Currently “tell, listen and obey” as the underpinning philosophy.
- Global research advises this is not an effective way to transfer knowledge from the instructor to the learner. Learners must be active participants in the learning process – not just doing what they are told.

Comments: Whereas research shows participants learn by repeating each process until automated and transferable to any comparable situation, (17 standard processes) allowing for behavioural variances in live and dynamic environments.

Participants must be coached to self-calibrate so they remain perpetually competent in driving not relying of continuous confirmation from the instructor/parent.

2. Driving Instructors (nil training in delivery methodologies)

- Driving instructors receive as little as 30 minutes to 2 hours in-car training, and that is driving around test routes
- Instructors use tips and tricks to assist learners to pass the test using short term memory.
- Instructors do not receive any additional professional development following their Certificate 111 or 1V qualification.
- Parents/supervising drivers receive zero training, yet provide the bulk of the tuition for learners only transferring 7% of their automated driving behaviours & knowledge.

3. Lack of standard curriculum:

- GLS mandates 120 hours of logged supervised practice under different road and environmental conditions
- Quantity NOT QUALITY is mandated. (Measured against time not Competency based training)
- No curriculum, 2500 instructors making up their own system from memory.

4. Lack of competency-based framework:

- A driver is assessed by passing a test that can have zero interaction with any other road user.
- The GLS system by its framework implies the graduate on P1 will “self-teach” and/or self-calibrate an unknown process **after they pass the test**. Trial and error! This does not occur in any other discipline or qualification and especially those involving critical life skills. You don't know what you don't know and therefore, you are at risk!

5. Measurement of success:

- Instructors measure success by the numbers passing the test.
- The Roads Authority measures success by the numbers passing the test
- The real test must be a crash/injury-free history. This must be zero crash injuries within the first 12 months post licence or assessment NOT PASSING A TEST. The road toll in Victoria demonstrates extremely high crash/injury rates for first year licence holders over the several decades.

- There is no tracing of the “P” platers training origin that tracks road trauma victims to enable causality solutions.

Solution Presented:

Driver education must be developed and managed by the Education Department not the Transport Department or the Taxi Commission to safeguard continuous success. Why is the most critical risk life skill program not administered by a professional education system?

1. Delivery methodology

- Coaching has been shown through international research to have the most productive outcomes, ensuring the students achieving maximum potential and competency through self-calibration
- Driving coaches trained to a **diploma level** using pedagogical and andragogical educational delivery systems.
 - Specialised coaches for disabilities
- Tailoring the delivery to match each personality style. Artist-engineer, Asperger's-autism, anxiety-risktaker, introvert-extrovert.

2. Curriculum

- A standardised driver education curriculum
 - 3 foundations, 17 core subjects, 48 modules and 839 units of CBET
- Standardised pedagogical educational process for each 17 road user interactions in a **Graduated Education System GES**
- Learners, Seniors, Disabilities, Fleet and eLearning
- Using GES which is a recognised international educational system.
- Placed into the education syllabus spanning years 10,11 and 12
- 1 hour per month per student (30 hours)
 - with practice managed by parents who are provided with relevant support for each subject
- Supplemented by eLearning, using live and dynamic road user interactions not simulation.
- All online testing and training to focus on live and dynamic
- Learner driver training curriculum
- Senior driver training curriculum (tailored to needs)

3. Measuring success

- The ultimate measurement of success is against ZERO crash injuries in the first 12 months post licence, or assessment. Not passing the test
- Learn't is not learned until it produces an action is how in car coaching is measured
- Testing that is competency-based
- *A safe system without a safe driver is an unsafe system*

For consideration of a presentation please.

Yours sincerely,

Craig Waters, Per: idrivesafety & Driving Coaches Association

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