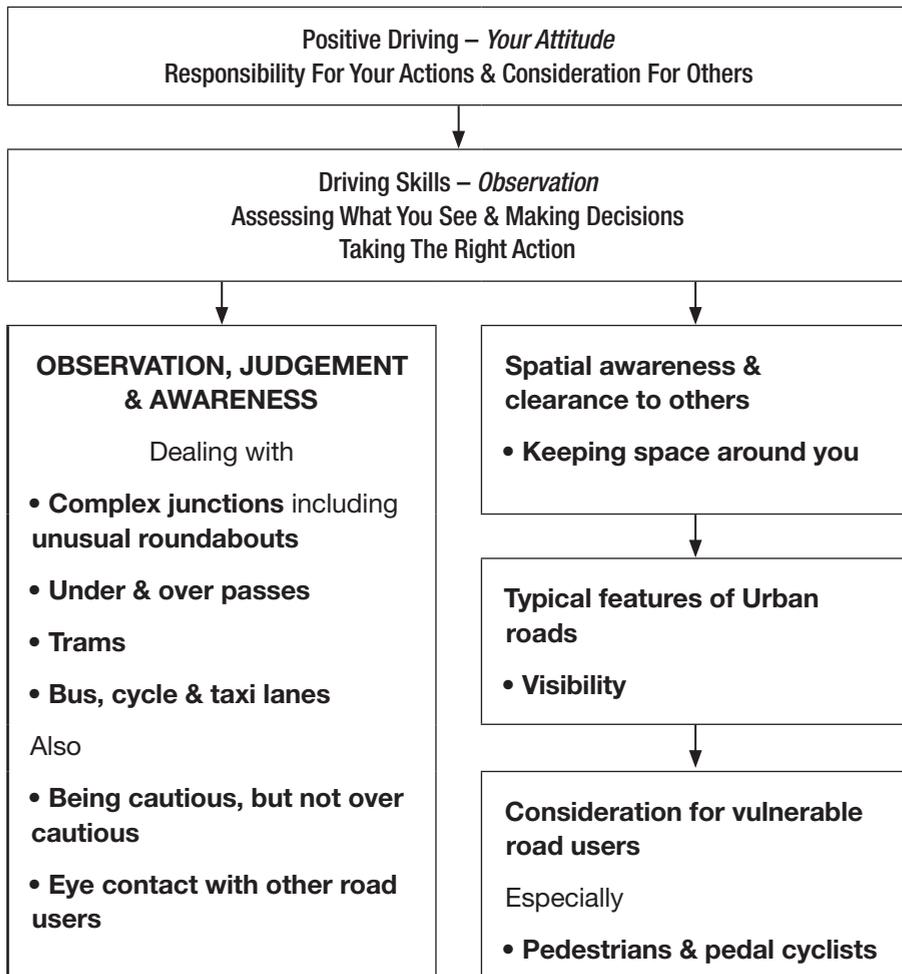


LESSON XXI: TOWN DRIVING

KEY LEARNING POINTS



Introduction

To become a 'Pass Plus' Instructor you will need to register with the DSA. This involves payment of a registration fee. In return you will be sent the resources you need to conduct the course. Before delivering a course:

- Review your DSA Instructor Guide.
- Prepare how you will explain DSA 'Pass Plus Pupil's Guide'.
- Confirm that during the course you will:
 - Complete the Training Report form / Progress Record
 - Sign and date each module, when your driver reaches the required standard

A = Achieved E = Exceeded

To pass the course, a satisfactory standard needs to be achieved in all the course modules.

At the end of the course

- The Training Record will need to be sent to the DSA. DSA will post the new driver a 'Pass Plus Certificate'. The intention is that the certificate number is used to claim any car insurance policy discounts that might be available.

Town Driving is one of the six practical in-car modules designed by the DSA to "accelerate the acquisition of driving experience and this improve the safety of new drivers".

Although the content of this module will have been covered pre-test, this is an opportunity to consolidate previous learning. We also know as ADIs, there's also always something new to learn. Our approach can be adapted, for instance, including focus on the **New Drivers Act**, such as how to avoid getting licence points and having to take another driving test. Also, by identifying the **main factors involved in collisions** experienced by young drivers.

STAGE OF ABILITY

- Newly Qualified Driver

RECAP

- Pre-test training and Driving Test
- Review/Introduction to 'Pass Plus'

Are there any known 'Town Driving' skills issues that still present risk of collision or incident?

CORE OF THE LESSON

What needs to be reviewed and prioritised?

- Eyesight and driving licence checks (if necessary).
- Familiarity with vehicle controls (might be customer's vehicle).
- Commitment to 'Pass Plus' – Attitude and accepting responsibility.
- Defensive driving – Reducing blameworthy risk on the road.
- Positive driving – Driver performance, not vehicle performance.

SKILLS DEVELOPMENT

The 'Pass Plus' town driving topics include:

- Observation, judgement and awareness.
- Anticipation of bus, lorry and motorcyclists.
- The importance of eye-contact.
- Dealing with vulnerable road users – pedestrians, especially children and pedal cyclists.
- Balancing making progress with being cautious.
- Good driving habits – Consider using the 'Smith System'.
- The consequences of getting it wrong.

Observation, judgement and awareness

Observation is the main component of anticipation.

Anticipation is the ability to identify, particularly developing hazards at the earliest opportunity. There are three main types of hazard:

1. **Physical features** such as road junctions, corners, bends and pedestrian crossings.
2. **The movement of other road users** such as other drivers, pedestrians and cyclists.
3. The **weather conditions** and how these can affect visibility and grip on the road surface.

Typical physical features of urban roads include:

- multi-lane junctions
- unusual roundabouts
- bus and cycle lanes
- under and over passes.

Urban roads – Physical hazards

Urban roads have many different types of permanent features, including the ones listed in this 'Pass Plus' module (above).

When a driver approaches these fixed hazards, there's often a traffic sign that warns or informs of what the hazard is. Signs that give orders can also determine who has the priority.

Topic details include **developing hazards** such as:

- buses pulling out
- lorries and the road space they need

- vehicles emerging
- riders coming up on the left

Reading the road – Developing hazards

Things do not just happen randomly, situations normally develop. As with the DSA's hazard perception test, all road users are "developing hazards". The anticipated movement of other drivers (eg buses, lorries and riders) is an important experience element for this module.

Training Route Planning:

- to ensure that your new driver has the maximum opportunity to learn and apply these skills.

COACHING DRIVER DEVELOPMENT

Using the 'Question and Answer' technique, along with prompts or commands where required develop the student's good driving habits using the 'Smith System':

1. **Looking well ahead** and planning.
2. **Move your eyes** – make eye contact, also check what's following behind and to the sides.
3. **Keeping space** around the vehicle – safe following distances.
4. **Spot the problems** – take up the correct road position and adjust speed, in plenty of time.
5. **Be seen** – when to use the headlights or signal, including using the horn.

Below are a few suggestions for coaching exercises. These can be adapted to suit your own preferences and your new driver's needs:

Coaching Exercise 1

Ask student to “look well ahead” and identify each traffic sign or road marking, prioritising if necessary, then:

1. comment how the information will affect their driving
2. “move the eyes” and say what is following behind
3. Say what they are going to do next, if anything (remaining three good driving habits)

Coaching Exercise 2

Ask student to suggest urban information/observation and action links. For instance:

Observation

Line of parked cars

Look out for:

Doors opening; vehicles moving off; pedestrians, including children stepping out

There are many other examples. How should drivers respond when they see:

1. an ice cream van?
2. a pedestrian hailing a taxi cab?
3. a traffic sign warning of school?

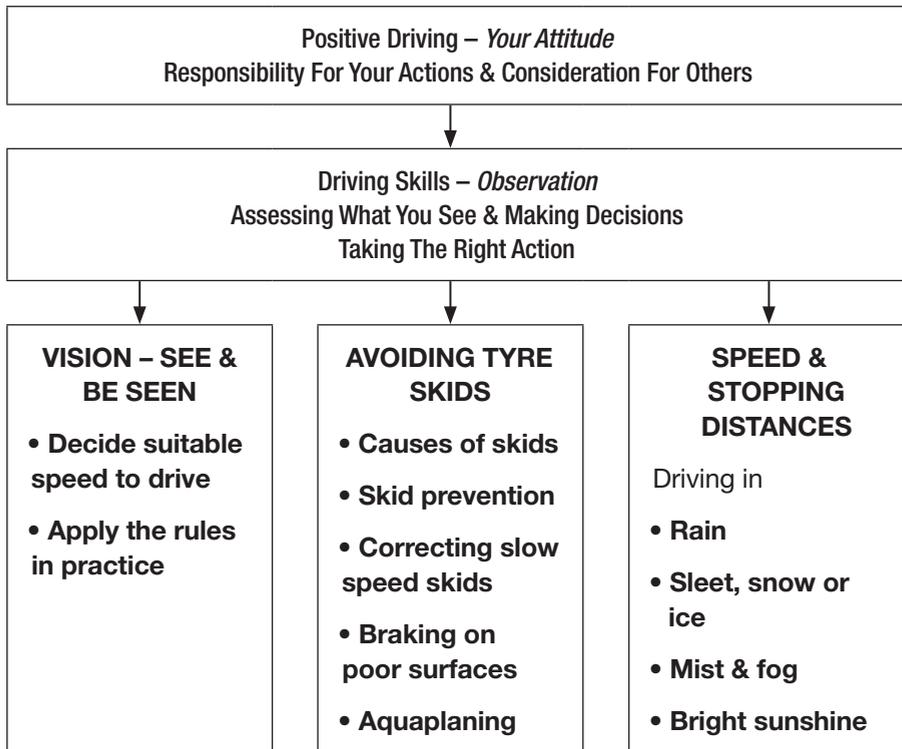
Coaching Exercise 3

Ask student to choose a hazard:

1. Ask – What can you see?
2. Ask – What can't be seen?
3. Ask – What can reasonably be expected to happen?

LESSON XXII: ALL WEATHER DRIVING

KEY LEARNING POINTS



All Weather Driving is one of the six practical in-car modules designed by the DSA to “accelerate the acquisition of driving experience and improve the safety of new drivers”.

Bad weather is often blamed for causing collisions when the actual cause is bad driving and inexperience. The weather can affect how far we can see and

how well our vehicle will perform. Whatever the weather always, “drive at a speed that will allow you to stop well within the distance you can see to be clear”. (‘Highway Code’: Rule 126).

The aim of this module is to cover driving in adverse weather conditions. Some of the work in this module may have been covered pre-test.

Weather conditions – a type of hazard

When dealing with the first ‘Pass Plus’ module we covered the physical features/hazards such as bends, junctions etc. We also dealt with developing hazards that is, the movement of all other road users. This module covers the third type of hazard ...weather conditions.

STAGE OF ABILITY

- Newly Qualified Driver

RECAP

- Pre-test training and driving test
- Review previous driving in adverse weather

While this is intended as a practical session, to be integrated with other modules, it may be necessary to cover some of the topics in theory.

CORE OF THE LESSON

What needs to be reviewed and prioritised?

- Eyesight and driving licence checks (if necessary).
- Familiarity with vehicle controls (location of lights, wipers, washers and demisters).
- Vehicle and equipment (servicing, tyres and brakes).
- Different weather (any practical experience).
- Weather warnings (not to drive).

SKILLS DEVELOPMENT

The 'Pass Plus' all weather driving topics include:

1. Observation – vision
2. Assessing – Deciding – Acting
3. Skidding

1. Observation – vision. See and be seen. The effects on vision and correct use of the headlights in:

- rain
- sleet and snow
- mist and fog
- bright sunshine

Also:

- The importance of efficient windscreen wipers and washers
- Avoiding misting up by using the demisters
- Reflected and distracting light effects from wet roads at night; sun behind the landscape

Observation and vision

Use of headlights in bad weather

To improve road safety during daylight hours, new cars manufactured from February 2011 have to be fitted with daytime running lights (DRL). They don't have to be used, and it is possible to switch off DRL on some models of car. The advantage is that this lighting makes cars more visible to pedestrians crossing the road as well as other motorists.

- To be seen, dipped headlights on older cars should be used, whenever the windscreen wipers are needed. 'Highway Code', Rule 115 encourages use in dull daytime weather.

- In fog or falling snow at night, fog-lights will usually give a better view than dipped headlights. Fog-lights need only be used where visibility is down to 100 metres or less. These must be switched off when leaving the fog so as not to dazzle other drivers
- Rear fog-lights can mask brake lights, so, a larger separation distance is needed

Windscreen washers, wipers and demister

In low visibility be sure to:

- Make full use of the windscreen washers and wipers to keep the front windscreen as clear as possible. It's also important to keep the rear window clear as well.
- Top up the washer bottle with freeze resistant screen wash.

Bright sun

- Especially low in the sky on east/west sections of road can dazzle – use the visor.
- Can dazzle other drivers causing them to make mistakes.

2. Assessing – Deciding – Acting – The need to:

- Select the right speed in adverse weather conditions
- Maintain safe separation distances

Also:

- The Fog Code – advice in the 'Highway Code'
- Compensating for cross winds
- Road surfaces (grip and the effects of spray)

Perception of speed

Low visibility distorts our perception of speed:

- Check the speedometer regularly for the actual speed as our eyes may not accurately judge speed in these conditions.

Observing in low visibility

Keep a steady pace.

- Focus on what you can see, such as any vehicle in front, but avoid staring at the tail lights as this will draw you in too close. Also glance at the edge of the carriageway and the road ahead and be ready for the vehicle in front to stop suddenly.

At junctions:

- Wind your window down and listen for other traffic.
- Consider using the horn.

Crosswinds

- Where the carriageway is raised, such as in the countryside, be prepared for the effects of high winds. For instance, on viaducts and bridges.

3. Skidding – the causes of skidding

- Reactions of driver.
- Limitations of vehicle.
- Road conditions.

Also:

- Avoiding skids and correcting slow speed skids.
- The importance of good tyres and correct tyre pressures (as per manufacturer's handbook advice).
- Using a high gear and slow speed on poor surfaces.
- The vehicle's footprint.
- Braking distance on poor surfaces.

Skidding and the Road surface

Skidding

Preventing a skid is better than correcting one. If the vehicle is skidding the driver has got it wrong. Drivers must not rely on ABS and electronic stability programmes to keep themselves out of trouble.

- Most road surfaces are good for grip when they are clean and dry. Snow, ice, frost, rail, oil, muddy patches, wet leaves, dry loose dust or gravel can cause tyres to lose grip making a skid much more likely. Rain can produce a slippery road surface, especially after a long dry spell.
- In winter, there can be isolated or complete patches of ice or frost on some road surfaces. Sometimes they can be detected by their appearance or the behaviour of other road users. Tyres travelling on ice make virtually no noise.
- Be ready to adjust your driving very early to avoid getting into any kind of skid.

The 'Pass Plus' scheme deliberately excludes teaching high speed skidding. The worry is that this can encourage new drivers to attempt to practise this and increase the risk of a collision.

COACHING DRIVER DEVELOPMENT

Whatever the season or the weather, the topic areas can be coached using the 'Question and Answer' technique, along with any necessary prompts or commands.

Below are a few suggestions for coaching discussion areas. Some of the learning points overlap, so these points will need to be adapted to suit your own preferences and your new drivers' needs:

Coaching Exercises – Question/Discussion areas

1. Prior to the all weather driving session, ask your student to check the weather forecast for the date that the module will take place. Ask your student to prepare a driving weather plan. This should include details of any necessary pre-driving preparations.
2. At the beginning of the session ask your student to consider how the day's weather will affect any of the information/observation and action links for the types of road to be used.
3. Check your student's knowledge regarding how visibility and grip on the road surface is likely to be effected by the weather.
4. In good weather conditions check your student's knowledge of how driving is effected by:
 - a) Bright sunshine
 - b) Fog/mist
 - c) Light/heavy rain – damp/wet conditions
 - d) Wind
 - e) Snow, ice and/or frost
 - f) Possible combinations of any of the above
5. Check your student's knowledge of how the weather conditions described in Exercise 4 affect other types of road user.
6. Review what the stopping distances are in the wet and on ice; the types of skid and how these are caused.
7. Review the visibility of road markings and traffic signs/signals in types of poor weather conditions.
8. Review the use of headlights in poor weather conditions.
9. Briefly review the relevant safety features that are relevant to the weather conditions:
 - a) ABS (Anti-lock brakes)
 - b) ESP (Electronic Stability Programme)

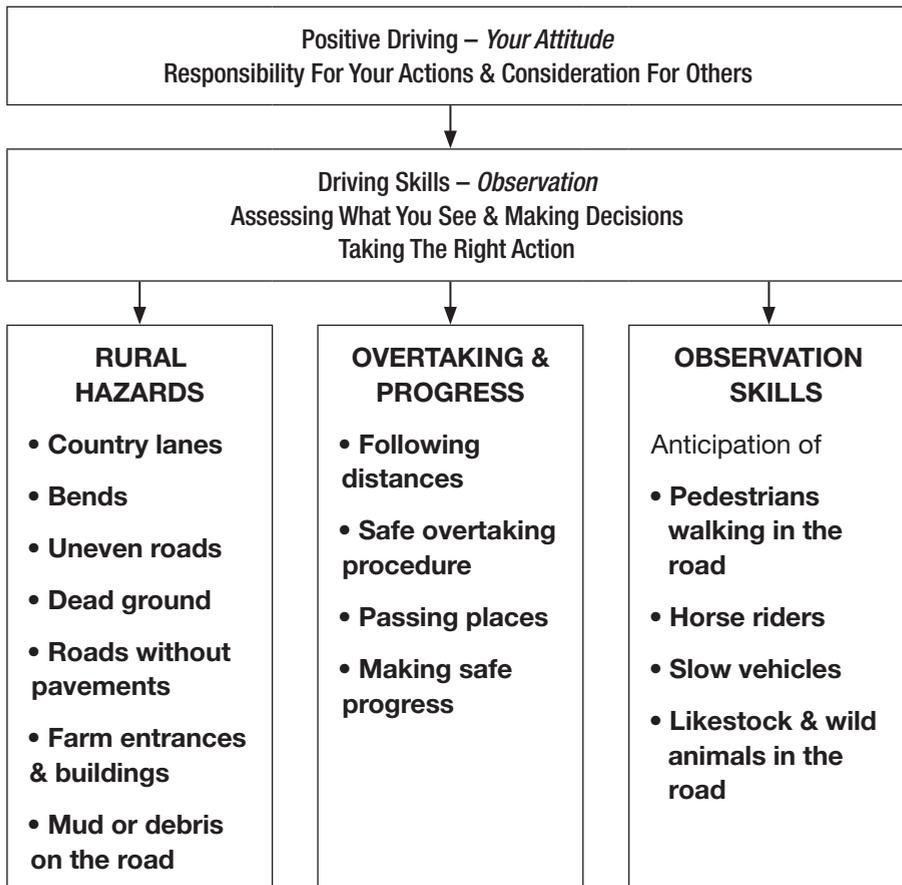
c) Relevant safety checks, including the tyre tread depth and pressures

Also cover the benefits and/or disadvantages of driving front/rear wheel drive and 4x4 type vehicles.

10. Check your student's knowledge of what a micro-climate is and how this will affect their driving.

LESSON XXIII: OUT OF TOWN DRIVING AND RURAL ROADS

KEY LEARNING POINTS



Out of Town Driving and Rural Roads is one of the six practical in-car modules designed by the DSA to “accelerate the acquisition of driving experience and improve the safety of new drivers”.

The aim of this module is to cover driving on roads away from town centres. These may well be semi-rural roads or could be narrow country lanes, depending on the roads that can be reached from your local area. If the opportunity is available, the practical session should include overtaking on single carriageway roads, timing the distance of any approaching traffic

Although the content of this module will have been covered pre-test, this is an opportunity to consolidate previous learning. There’s also always something new to learn.

STAGE OF ABILITY

- Newly Qualified Driver

RECAP

Pre-test training and driving test.

Are there any known ‘Out of Town Driving and Rural Road’ skills issues that still present risk of collision or incident?

CORE OF THE LESSON

What needs to be reviewed and prioritised?

- Eyesight & driving licence checks (if necessary)
- Familiarity with vehicle controls (might be customer’s vehicle)
- Visibility – limit points
- Defensive driving – anticipation, use of speed, making safe progress and overtaking
- Commercial and passenger vehicles – different speed limits
- Positive driving – driver performance, not vehicle performance

SKILLS DEVELOPMENT

The 'Pass Plus' out of town driving and rural roads topics should include differences with town driving such as:

1. Possibility of higher speeds.
2. Sharper bends.
3. More hills.
4. Greater opportunity for overtaking

Country Lanes:

- Consideration for pedestrians (roads without footpaths; looking out for horse riders; when and how to pass).
- Dealing with sharp bends (effective use of the horn).
- Awareness of farm buildings (slow moving vehicles; animals or mud on the road).

Other topics to be covered include:

- Observing the road ahead, especially in the middle and far distance.
- Keeping a safe distance from the vehicle ahead.
- Making progress safely.
- Dealing with bends (adjusting speed and correct positioning).
- Observing 'dead ground' early enough to see vehicles disappearing from view.
- Safe overtaking (effective use of mirrors; judging speed and intentions of approaching and overtaken traffic).
- Hills (the effect on a vehicle's performance and correct gear selection).

Route Planning:

- To ensure that your new driver has the maximum opportunity to learn and apply these skills.

1. Possibility of driving at higher speeds

On roads, where for instance the national speed limit applies, speed choice depends on:

- the prevailing road and traffic conditions
- the driver's own limitations (ability)
- familiarity with the vehicle being driven

At higher speeds we have to process more information in less time, so, we need to be fit and be able to give the task our undivided attention.

Coaching Exercise 1

While stationary, ask student what things are likely to affect our own perception of speed?

Answers should include such aspects as:

- Detail of the road type, surface condition and width.
- Visibility – traffic we see ahead and to our sides.
- Noise from the engine and the road.
- Comfort of the ride.
- What our own idea of what the speed should be.
- Our height off the ground.
- Power of the vehicle.
- Judging speed correctly after driving on fast roads.

1(a). Speeds of other vehicles

Speed limit signs tell us what the limit of particular roads is; there are also different limits of other types of vehicle.

To correctly anticipate the actions of commercial and passenger vehicles we must take into consideration that they have lower speed limits than cars on National Speed Limit (NSL) roads.

For instance, a bus or coach is legally restricted to 50mph on a single carriageway road and a large lorry is restricted to 40mph. Although these limits are higher on NSL dual carriageways and motorways, modern LGVs and PCVs engines are governed to lower limits.

- Revisit the vehicle speed limits table in the 'Highway Code'

Coaching Exercise 2

While stationary, ask student:

- a) The different speed limits for different vehicles, for instance, a car towing a caravan on a NSL single carriageway road

Answer: 50mph

- b) Which LGVs have engines that you can expect to be governed to drive at not more than 56mph?

Answer: As a safety and economy feature, European legislation requires all LGVs have to be fitted with a speed limiter set at 90 kph (56mph).

Coaching Exercise 3 – A Short Case Study

You are safely following an articulated lorry on a NSL single carriageway that is travelling at 40mph. Traffic and solid white lines provide no opportunities to overtake, so you settle behind at 40mph.

Half a mile later, you see the speed limit for the road change to 50mph. Is it legal for the LGV to increase its speed to 50mph?

- If not, explain why not?
- Discuss what can be anticipated and the best practice for each possible scenario

Coaching Exercise 4 – A Short Case Study

Often, on the back of LGVs you see a sign that reads “If you can’t see my mirrors I can’t see you”.

Discuss the value and importance of this statement.

2. Sharper bends – Using ‘Limit Points’

We always need to drive at a speed that we will always stop safely within the distance we can see to be clear.

To help ensure that we do this when driving on country lanes, we can use the ‘limit point’ of our vision ahead. Also known as the ‘vanishing point’, it is the last and furthest point ahead, where the roadside edges converge. It is the point where the road surface ‘disappears’ around the corner.

As you approach each limit point, the view ahead can open up away from you, or it may get closer, in which case, speed must be reduced and if the bend is sharp, the horn should be considered.

Coaching Exercise 5

Question for student. You are driving along a country lane without footpaths. Who and what should we be looking out for?

Answer: Pedestrians and also for horse riders.

3. More hills

In the rural environment, hills often combine with bends and junctions. To stay in control of our vehicle on faster roads, we need to be sure that we get the approach correct:

- Position for best visibility.
- Speed to be able to stop in distance seen to be clear.

- Gear for the hill.
- Acceleration safely through the hazard(s).

At higher speeds, larger separation distances are needed from other vehicles that are in front. Otherwise the view ahead is more restricted and there will be less time to stop if things go wrong. Where there's closely following traffic, pressure needs to be applied to the brakes a little earlier as a signal for slowing/stopping.

Coaching Exercise 6

Ask your student: What is "dead ground"?

Answer: An area where there is a dip in the road where an approaching vehicle could be hidden.

4. Greater opportunity for overtaking

When overtaking on NSL country roads we need to consider the three main types of hazard:

1. Physical features including traffic signs and road markings.
2. The movement of other road users, particularly oncoming traffic.
3. The weather conditions, especially regarding the road surface.

Correct judgment of the speed and distance of traffic in front and any approaching traffic is important when deciding the necessity and safety of the intended overtake.

Coaching Exercise 7

Question for student:

On rural roads we are likely to come across animals. When we do, we need to pass them with plenty of room to spare and also be ready to stop. What must we not do?

Answer: We must not scare animals by sounding our horn, revving the engine or accelerating rapidly once we've passed them.

Ask student: If a road is blocked by a herd of animals what will we need to do?

Answer: We will need to stop and switch off the engine until they have left the road.

Coaching Exercise 8

Question for student:

When you see a warning sign for 'accompanied horses or ponies' you can expect to see horse riders. Horse-drawn vehicles are still sometimes seen on the roads. What must we do before overtaking a horse rider or horse drawn vehicle?

Answer:

- We must always pass wide and slowly. Horse riders may ride in double file when escorting a young or inexperienced horse or rider.
- Look out for signals from horse riders and horse drivers, be ready to heed a request to slow down or stop.
- Take great care and treat all horses as a potential hazard; they can be unpredictable, despite the efforts of their rider/driver.

COACHING DRIVER DEVELOPMENT

The 'Smith System' can be used during this module:

- 1. Looking well ahead** and planning.
- 2. Move your eyes** – check the mirror(s).
- 3. Keeping space** around the vehicle – safe following distances.
- 4. Spot the problems** – take up the correct road position and adjust speed, in plenty of time.
- 5. Be seen** – when to use the headlights or signal, including using the horn.

Coaching Exercise 9

Ask student to suggest rural information/observation and action links.
For instance:

Observation

Farm buildings

Look out for:

slow moving vehicles, such as tractors; animals or mud on the road.

There are many other examples. How should drivers respond when they see:

1. Country bus stop, no one waiting?
2. Fresh mud on road before a bend?
3. Centre line changes to a long white line with short gaps?

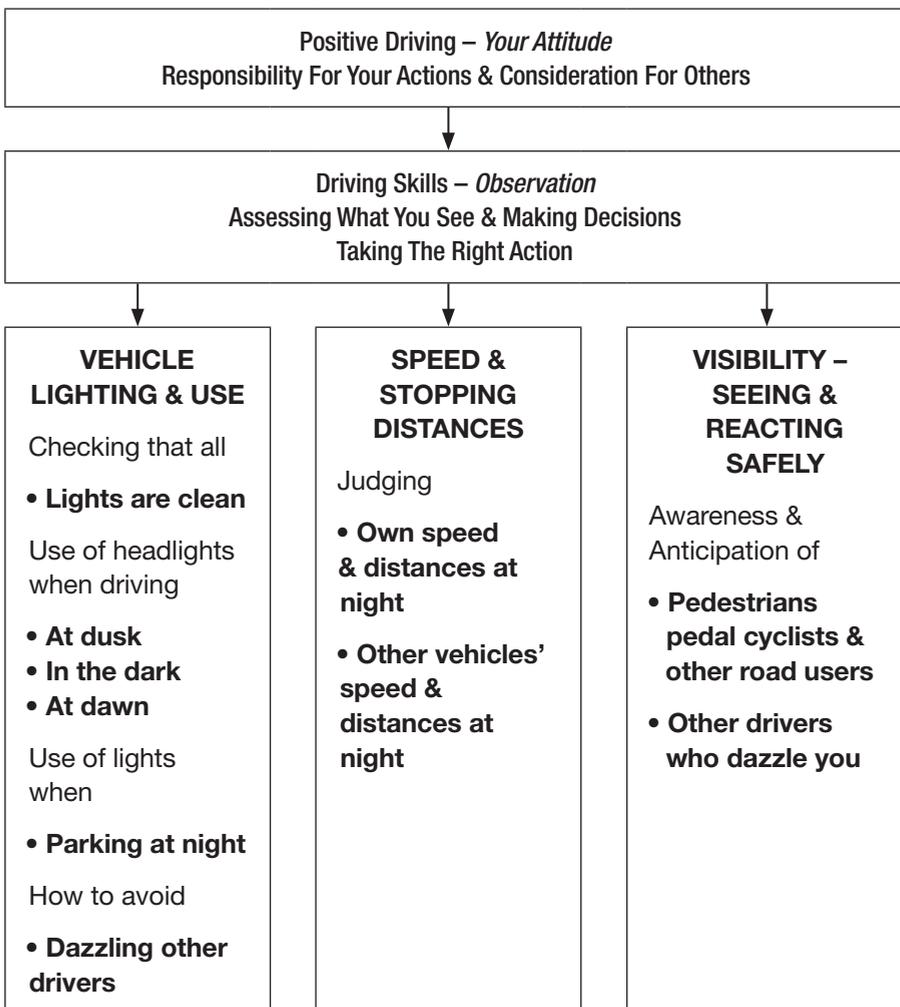
Coaching Exercise 10

While on the move, as a practical exercise, ask student to choose a hazard and:

1. Ask – What can you see?
2. Ask – What can't be seen?
3. Ask – What can reasonably be expected to happen?

LESSON XXIV: NIGHT DRIVING

KEY LEARNING POINTS



Night Driving is one of the six practical in-car modules designed by the DSA to “accelerate the acquisition of driving experience and improve the safety of new drivers”.

The aim of this module is to cover non-daylight driving conditions. This is a practical module that can be carried out on the same roads used for other modules. There are advantages in the new driver having to deal with the same roads in different conditions.

Even if this module has been covered pre-test, this is an opportunity to raise the issue that one of the main factors involved in serious traffic collisions is ‘night driving’.

Fatal and serious traffic collisions happen mostly when driving at night and/or on weekends, particularly when carrying similarly aged passengers, and as a result of speeding.

- Alcohol and driving without seat belts remain key factors in young driver crashes and resulting deaths and injuries.
- Drug-driving, especially involving cannabis, is increasing, particularly among young men, and becomes especially dangerous when mixed with alcohol.

STAGE OF ABILITY

- Newly Qualified Driver

RECAP

- Pre-test training and driving test

Are there any known ‘Night Driving’ skills issues that still present risk of collision or incident?

CORE OF THE LESSON

What needs to be reviewed and prioritised?

- Eyesight & driving licence checks (if necessary).
- Familiarity with vehicle controls (location of headlight switches and clean windows inside as well as outside).
- Defensive driving – how this is effected where the field of vision is reduced.
- Positive driving – driver performance, not vehicle performance.

SKILLS DEVELOPMENT

The 'Pass Plus' Night Driving topics to include:

1. The importance of headlights.
2. Allowing time to adjust to the dark.
3. Driving at a speed so that you can stop within the distance you can see.
4. Driving at dusk and dawn.
5. Correct use of parking lights; main beam; dipped beam; driving lights and fog lights.
6. Dazzle.
7. Looking for pedestrians.
8. Being prepared for cyclists.
9. Differences between lit town roads and unlit open roads, compensating for the transition.

Route Planning:

- To ensure that your new driver has the maximum opportunity to learn and apply these skills.
- Possible use of the same routes as for other modules.

1. The importance of headlights

Checks that the lights:

- are clean
- operating properly
- are correctly adjusted

Coaching Exercise 1

While stationary, ask student to check the headlight settings.

2. Allowing time to adjust to the dark

It will help by:

- cleaning windscreens, windows and all mirrors

Coaching Exercise 2

While stationary confirm with student that the vehicle's glass is clean

Coaching Exercise 3

While stationary ask student what the effects of the daylight dwindling are:

Answers can include:

- difficulty seeing information
- contrast falls
- colours fade
- edges become indistinct
- extra strain on the eyes

3. Driving at a speed so that you can stop within the distance you can see

This means, never driving so fast that you can't stop within the range of the headlights.

Coaching Exercise 4

Ask your student for the reasons why this is correct.

Answer:

- Vision is more limited at night meaning that less information is available. It follows that drivers can't drive as fast at night as may be safe in the daylight.

Confirm that if it's not possible to stop safely within the range of the headlights then the car is travelling too fast.

4. Driving at dusk and dawn

Adapting our driving for sunset and sunrise means that we need to know how to:

- Compensate for half-light conditions

We also need to take into account changing weather conditions, including rain. Some wet road surfaces can reflect light and affect what you can or cannot see ahead.

Coaching Exercise 5

Ask your student how it is possible to compensate for half light conditions.

Answer:

- Allow time for eyes to adjust. If this is difficult, recommend a professional eyesight check.
- Be ready to use the headlights earlier at dusk, especially when driving a dark coloured car.
- At dawn, leave the headlights on longer.
- Confirm answers to Exercise Three, if necessary.

5. The correct use of lights

The correct use of lights is controlled by legislation and is documented in the 'Highway Code'. Questions are also included in the Theory section of the driving test.

Coaching Exercise 6

Check your student's previous knowledge by asking, when it will be necessary to use:

- a) Parking lights.
- b) Main beam.
- c) Dipped beam.
- d) Driving lights.
- e) Fog lights.

Example answers:

- a) Parking lights must be used, for instance, where the speed limit for the road exceeds 30mph.
- b) Main beam will increase the range of vision, typically outside towns, on unlit country roads.
- c) Dipped beam must be used outside built up areas.
- d) Driving lights, whether dipped, or main beam should be used to suit the prevailing road and traffic conditions.
- e) Fog lights must only be used where visibility is seriously reduced, that is to less than 200 metres (328 feet).

6. Dazzle

Headlights of vehicles shining directly into drivers' eyes will cause dazzle.

Coaching Exercise 7

Check your student's previous knowledge by asking:

- a) How can they avoid dazzling other drivers?
- b) What should they do if they are dazzled by other drivers?

Example answers:

- a) Switch from full beam to dipped beam where other drivers are likely to be dazzled, for instance, where there is approaching traffic, or before overtaking.
- b) Slow down, look towards the nearside kerb.

7. Looking for pedestrians

Although there will be street lights in built-up areas, the lighting can cause patches of shadow that may hide vulnerable road users, such as pedestrians, including joggers that are not wearing bright or fluorescent clothing.

Coaching Exercise 8

Ask student to make an intelligent prediction where pedestrians may step out into the road at night.

Example answer

Observation

Pub at closing time

Look out for:

Tired, possibly intoxicated pedestrians.

8. Being prepared for cyclists

Cycling is being encouraged as an eco-friendly and more healthy means of transport, so we need to be asking ourselves when and where we can expect to see cyclists.

Coaching Exercise 9

Ask student how they will look out for cyclists.

Example answer

Look for areas of shadows caused by street lighting that may conceal cyclists wearing dark clothes.

Confirm this with student and add:

Many cyclists will follow the advice in the 'Highway Code', including about wearing light coloured or fluorescent clothing. Some cyclists do not follow all the rules and may even cross red lights and ride on the pavement, so we have to always expect the 'unexpected'.

9. Differences between lit town roads and unlit open roads and how to compensate for the transition

Built-up areas in some towns can be quite bright. Going from these roads to unlit ones can affect your eyes.

Coaching Exercise 9

Ask student for any local examples of where this might happen.

Coaching Exercise 10

Ask student what the differences are and how they should respond.

Example answer

When driving from a well lit area into one that is unlit, the eyes will need some time to adjust to the lower level of lighting. Where there is traffic

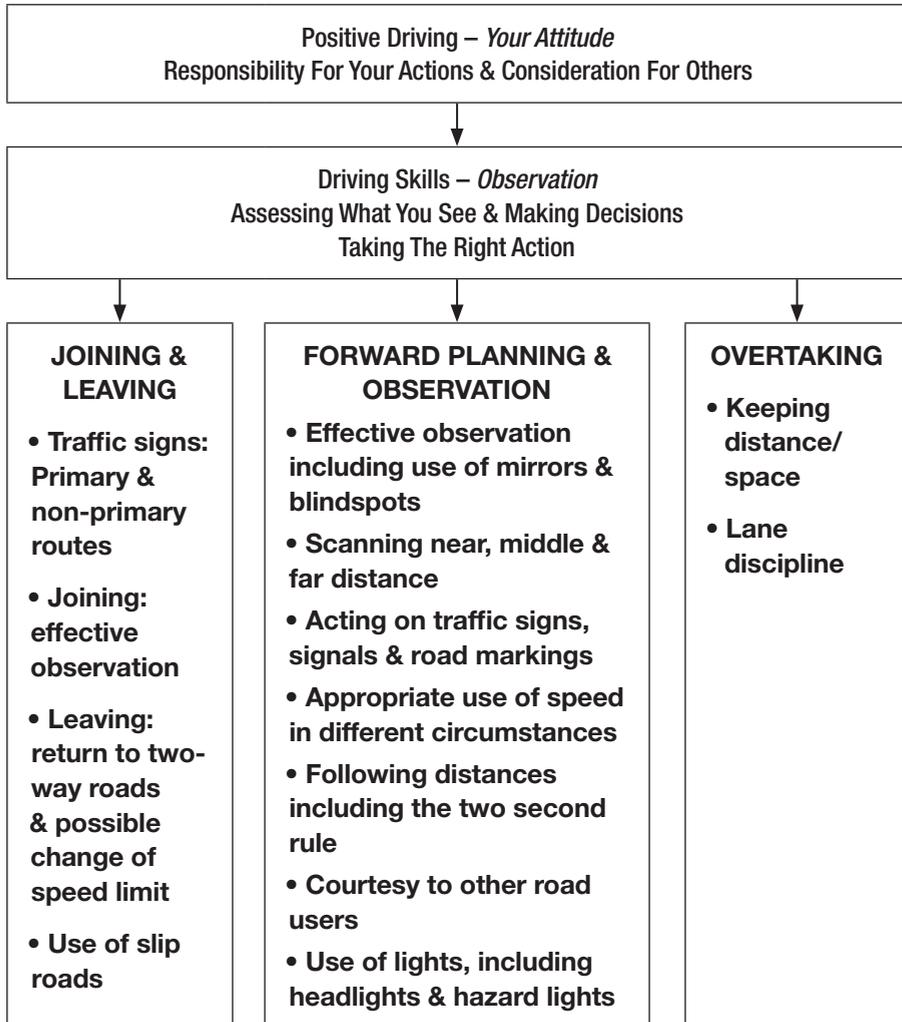
on unlit roads this can help to provide information, such as the sweep of the headlights of vehicles ahead approaching a bend can give some indication as to how sharp the bend is, also the brake lights of vehicles in front can provide an early warning to reduce speed.

Confirm this with student and add:

On unlit roads we need to rely on 'cats-eyes' more and take notice of the black and white 'hazard marker posts' with red/white reflectors.

LESSON XXV: DUAL CARRIAGEWAYS

KEY LEARNING POINTS



Dual Carriageways is one of the six practical in-car modules designed by the DSA to “accelerate the acquisition of driving experience and improve the safety of new drivers”.

Even if this module has been covered pre-test, this is a practical opportunity to prepare for motorway driving. Dual carriageways often combine traffic moving at the same high speeds as on motorways with additional hazards such as junctions and slower moving vehicles and the absence of a hard shoulder.

The aim of this module is to cover defensive driving on two or three-lane high speed dual carriageways. As with any of the modules covered earlier, all the driving skills required can be efficiently delivered using the ‘Smith System’.

STAGE OF ABILITY

- Newly Qualified Driver

RECAP

- Pre-test training and driving test

Are there any known ‘Dual Carriageway’ skills issues that still present risk of collision or incident?

CORE OF THE LESSON

What needs to be reviewed and prioritised?

- Eyesight & driving licence checks (if necessary).
- Familiarity with vehicle controls (might be customer’s vehicle).
- Defensive driving – reducing blameworthy risk on the road.
- Positive driving – driver performance, not vehicle performance.

SKILLS DEVELOPMENT

The ‘Pass Plus’ Dual Carriageway topics include:

1. Effective observation.

2. Judgement and planning.
3. Turning left from and onto dual carriageways.
4. Turning right from dual carriageways.
5. Turning right onto dual carriageways.

Route Planning to:

- Ensure that your new driver has the maximum opportunity to learn and apply these skills.
- Manage the time effectively and pre-determine any periods of independent driving.

1. Effective observation

This includes:

- Early and frequent use of the mirrors.
- Dealing with blind spots.
- Continual re-assessment of the movement of other road users, especially those ahead, alongside and behind.
- Scanning the near, middle and far distance, and changing focus between them.

Coaching Exercise – Using the ‘Smith System’

For example, on the move, ask student what they see when:

- Looking well ahead (visually scanning the near, middle and far distance).
- Moving the eyes (checking all mirrors, ensuring that any vehicles in the blind areas are identified).

On the move:

- Keeping space (is there a safety cushion ahead and to the sides of the vehicle?).

On the move:

- What possible problems can be seen (junctions including roundabouts, service buses pulling out of bus lay-bys, changing traffic patterns)?
- Be seen (use of headlights, signals or road positioning).

2. Judgement and planning

When:

- Joining from slip roads.
- Adjusting speed to fit in with the movement of other traffic.
- Keeping a safe distance from the vehicle ahead (the two second rule).
- Overtaking: deciding when it is safe, allowing enough time, using the MSM routine, moving back to the left without cutting in.
- Anticipating when the road becomes single carriageway: looking for signs, observing the far distance, reducing speed.

Introduce this section as:

1. Joining the dual carriageway (Use of the Mirror(s), Signal Manoeuvre routine).
2. Driving along the dual carriageway (Use of Speed, Positioning and Lane discipline, Overtaking).
3. Leaving the dual carriageway (Use of the Mirror(s), Signal Manoeuvre routine).

Coaching Exercise 2 – Using the ‘Smith System’

Interact with the student on the move using the ‘Smith System’. For example:

- Look well ahead (what can be seen, what can’t be seen, what can we reasonably expect to happen?).

- Move the eyes (checking mirrors, comparing view in interior mirror with both exterior mirrors).
- Keep space (from vehicles in front and avoid being three abreast).
- Spot the problems (fixed features such as junctions, moving features such as traffic and environmental features such as the condition of the road surface).
- Be seen (on faster roads, the use of headlights and signals in plenty of time).

3. Turning left from and onto dual carriageways

What type of join or exit?

- Traditional junction (standard emerge/exit)
- Slip road (acceleration/deceleration lane)

Coaching Exercise 3

Ask student how the different type of junction affects:

1. Approach position and speed.
2. Judging the traffic speed and looking for safe gaps to emerge/exit.

4. Turning right from dual carriageways

What information can be seen?

- Primary/Non-primary route traffic signs giving route directions.
- Traffic signs and/or road markings giving lane advice.
- Uncontrolled or controlled by traffic light signals.

What types of junction layout can be expected?

- Traditional junction

- Slip/filter lane

Coaching Exercise 4 – Use ‘Smith System’, for instance:

On the move, ask student to look well ahead and identify all or any of the above.

5. Turning right onto dual carriageways

What information can be seen?

- Primary/Non-primary route traffic signs giving route directions.
- Traffic signs and/or road markings giving lane advice.
- Uncontrolled or controlled by traffic light signals.

Where the junction is uncontrolled, crossing the first carriageway before turning right will call for excellent observation skills.

Coaching Exercise 5

Ask student:

- To assess the width of the central reservation (Is there enough room to protect the full length of the vehicle? (What do we do if there isn't enough room?).
- How to judge the speed and distance of approaching traffic and at which point it will be safe to emerge.

6. High speed navigation on dual carriageways**Coaching Exercise 6**

Dual carriageways on A-class roads will often carry a considerable volume of traffic at high speeds. These roads are not built to the same standard of motorways, but do require the same observation skills and techniques.

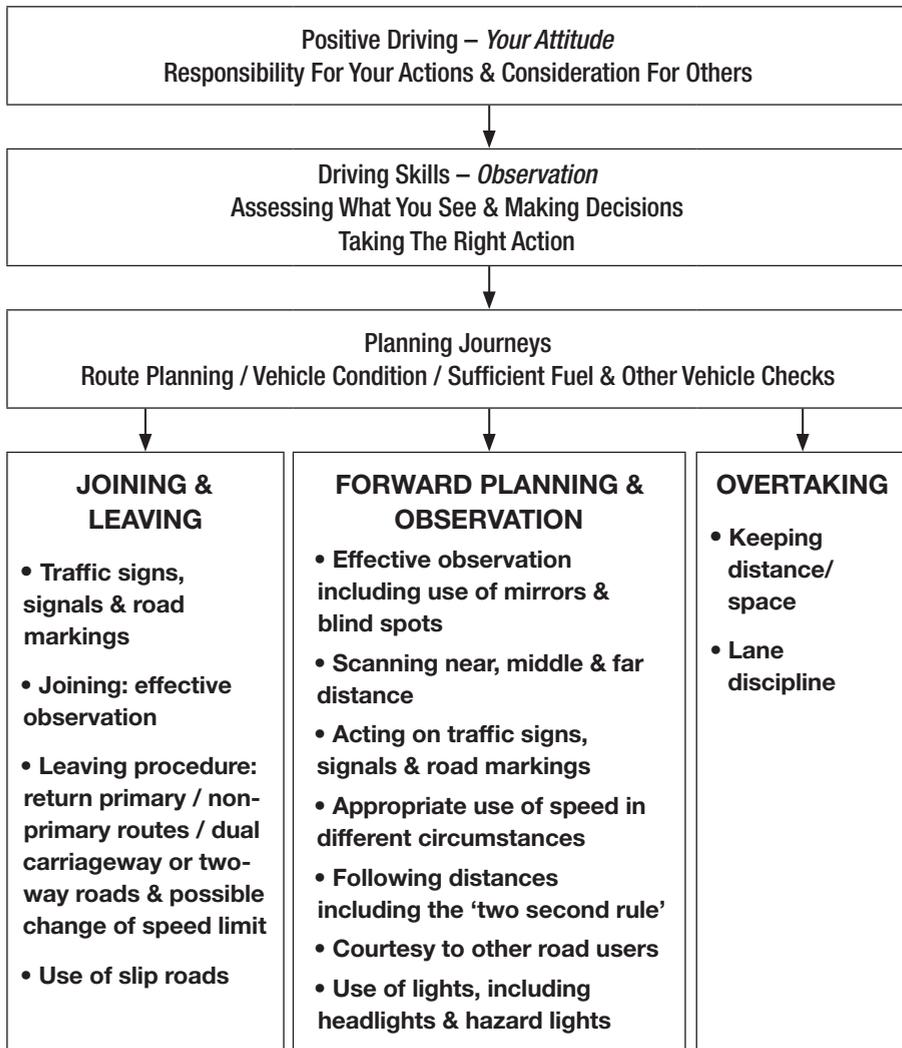
As a final practical coaching exercise, determine a pre-set route that involves the student independently following primary route signs and information at speeds above 40mph and where possible the national speed limit.

The focus of this exercise should include use of primary and non-primary route traffic signs as well attention to all relevant road markings. If you haven't already done so elsewhere, introduce how satellite navigation equipment should be correctly used.

Before taking the motorway training and development, complete this module by making a professional review and summary of all progress made.

LESSON XXVI: MOTORWAY DRIVING

KEY LEARNING POINTS



Motorway Driving is one of the six practical in-car modules designed by the DSA to “accelerate the acquisition of driving experience and improve the safety of new drivers”.

This module should only be covered in theory where there is no motorway nearby. If this is the case, the student must follow up with practical experience as soon as possible afterwards.

The aim of this module is to give the new driver confidence and relate defensive driving techniques to motorway driving. As with any of the modules covered earlier, all the driving skills required can be efficiently delivered using the ‘Smith System’.

STAGE OF ABILITY

- Newly Qualified Driver

RECAP & REVIEW

- The driving skills needed for successful ‘Motorway Driving’.
- The meaning of “positive driving” for all six modules.

CORE OF THE LESSON

What needs to be reviewed and prioritised?

- Eyesight & driving licence checks (if necessary).
- Familiarity with vehicle controls (might be customer’s vehicle).
- Defensive driving – reducing blameworthy risk on the road.
- Positive driving – driver performance, not vehicle performance.

SKILLS DEVELOPMENT

The ‘Pass Plus’ Motorway topics include:

1. Absence of a number of hazards.
2. Positive driving skills.

3. Speed and collisions.
4. Review of driving skills, especially dual carriageways.

Route Planning to:

- Ensure that your new driver has the maximum opportunity to learn and apply these skills.
- Manage the time effectively and pre-determine any periods of independent driving.

1. Absence of a number of hazards

Motorways are the safest roads because of the absence of:

- pedestrians and cyclists
- oncoming traffic and vehicles turning right
- roundabouts

Coaching Exercise 1

Ask student:

- What makes motorway roads different from all other roads?

Confirm that the absence of pedestrians, cyclists, oncoming and right turning traffic results in fewer collisions, making this kind of road the safest type.

While there are some close similarities with driving on high speed dual carriageways, some differences will need introduction. Ask your student what these are. Answers include:

- Slip roads for joining and leaving the motorway, that are not always present on multi-lane dual carriageways.
- The limited opportunities for refuelling and refreshments.
- The dangers of stopping on the hard shoulder in an emergency.
- The legal restrictions on vehicles permitted to use the motorway.

2. Positive Driving Skills

Defensive driving:

- effective observation and
- good anticipation

Introduce this section as:

1. Joining the motorway (Use of the Mirror(s), Signal Manoeuvre routine).
2. Driving along the motorway (Use of Speed, Positioning and Lane discipline, Overtaking).
3. Leaving the motorway (Use of the Mirror(s), Signal Manoeuvre routine).

Coaching Exercise 2 – Risk Assessment

Ask your student to list all the possible risks affecting the driver's ability to concentrate at motorway speeds in varying levels of traffic density. Answers can include:

- Monotonous driving conditions.
- Feelings such as tiredness, stress or mood.

Consider with your student how these issues might be overcome, such as journey planning and taking enough breaks.

Ask your student:

- What vehicle checks need to be made before driving on a motorway?
- What do you need to do if you have to pull up on the motorway's hard shoulder, because of a vehicle breakdown?

3. Speed and Collisions

Because of the high speeds involved, motorway collisions tend to be more serious. Developing accuracy in assessing road speeds and stopping distances under fast moving traffic conditions can take some time, depending on the student's own ability and confidence.

New drivers should:

- Drive within their own ability and competence.
- Steadily develop their experience to become comfortable and confident with increased speed ranges.

Coaching Exercise 3 – Preparing for speed:

High speed means that hazardous situations can develop quickly meaning that we travel further before we respond. Ask your student the best way to prepare for practise.

4. Review of driving skills, especially dual carriageways

Reinforce the appropriate skills covered in the previous modules, especially Module 5, including:

- Joining motorways from slip roads.
- Good anticipation – reading the road ahead.
- Continual re-assessment of the movement of other vehicles.
- Separation distances.
- Safe overtaking, including the different speed limits for articulated goods vehicles and cars towing caravans or trailers.

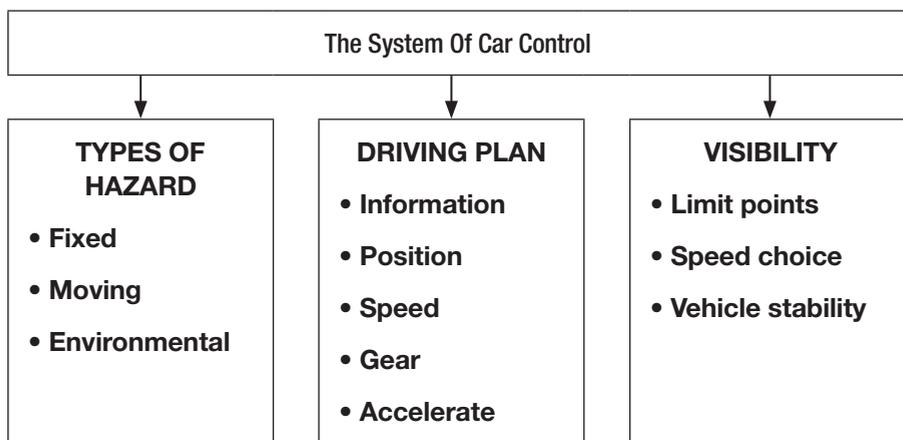
Coaching Exercise 4 – Using the Smith System

As in Module 5, interact with the student on the move using the ‘Smith System’. For example:

- Look well ahead (what can be seen, what can't be seen, what can we reasonably expect to happen?).
- Move the eyes (checking mirrors, comparing view in interior mirror with both exterior mirrors).
- Keep space (from vehicles in front and avoid being three abreast).
- Spot the problems (fixed features such as junctions – joining and exiting, moving features such as different types of vehicle and environmental features such as the condition of the road surface).
- Be seen (on faster roads, the use of headlights and signals in plenty of time).

LESSON XXVII: ADVANCED DRIVING

KEY LEARNING POINTS



STAGE OF ABILITY

- Fully Qualified Driver

RECAP

- Level of experience since passing the driving test.
- Any blameworthy collisions or incidents.
- Expectations and confidence.

CORE OF THE SESSION

What needs to be prioritised?

- Driving licence and eyesight check (if necessary).
- Familiarity with vehicle and pre-driving checks.
- The three types of road & traffic hazard.
- Limit points to visibility.
- The system of car control.

SKILLS DEVELOPMENT

Defensive driving techniques

- Anticipation – What CAN be seen? What CANNOT be seen? What might be REASONABLY expected to happen?
- The ‘Smith System’ (5 Good Driving Habits).
- Eco-Safe Driving.
- Commentary Driving.

VALIDATION

Performance evaluation

- Has the driver responded well to your coaching?
- Risk assessment – Low, Medium or High?
- How much further training is needed?

ACTION PLAN

What next?

- Agree areas for further practice and improvement.
- Determine any new objectives.

Coaching Exercise 1

The three types of hazard.

At appropriate times on the move, ask the driver to identify 'information' ahead, giving examples of:

- Fixed/physical features.
- Moving features (developing hazards).
- Environmental features (How road surface is affected by the weather).

With the fixed features, begin by asking the driver to identify any traffic signs or road markings, stating their correct meaning, along with how the information affects their driving.

Coaching Exercise 2

Chasing the Limit Point. On single carriageway, national speed limit roads, ask the driver to tell you when the limit point is:

- Getting closer. Is the driver slowing down?
- Becoming further away? Is the driver accelerating, if safe to do so.
- Is the driver able to stop safely, in the distance seen to be clear?

Coaching Exercise 3

The flexibility of the system of car control. Ask the driver to identify the features:

- Information – what is the next hazard?
- Position – where should the vehicle be positioned?
- Speed – brakes too slow, where needed.
- Gear – to go. Which one?
- Acceleration – smooth and progressive through the hazard.

Depending on driver's knowledge and experience, compare the system of car control with MSPSL.

Coaching Exercise 4

Defensive driving techniques. In both urban and rural environments, ask the driver:

- What CAN be seen ahead?
- What CANNOT be seen?
- What might be REASONABLY expected to happen?

Link this with Coaching Exercise 1.

Coaching Exercise 5

The 'Smith System'. Identify the five Good Driving Habits and link with the previous four coaching exercises. Ask and confirm these five points with the driver:

- Look well ahead – determine relevant information. What is the escape route or alternative plan, if things go wrong?
- Move your eyes – use the appropriate mirrors. How should you respond to what you see?
- Keep space – never too close to the vehicle in front, be able to stop in distance seen to be clear.
- Spot the problems – which hazard types do we need to prioritise in the circumstances?
- Be seen – do we need to signal? How? Using indicators, lights and/or the horn?

Coaching Exercise 6

EcoSafe driving techniques. Ask the driver to consider their driving style and confirm:

- Correct speed choice/avoiding needlessly high engine revs, harsh acceleration and braking.
- Smooth use of gas pedal, 'feathering' it lightly and evenly to adjust driving speed.

- Appropriate gear choice for economy driving.
- When safety factors override economy consideration.
- When to use cruise control.
- Manoeuvring on a warm engine.
- Use of vehicle with/without stop/start technology.
- When to open windows or use the air conditioning.
- Pre-driving checks eg tyre pressures and vehicle load.

Coaching Exercise 7

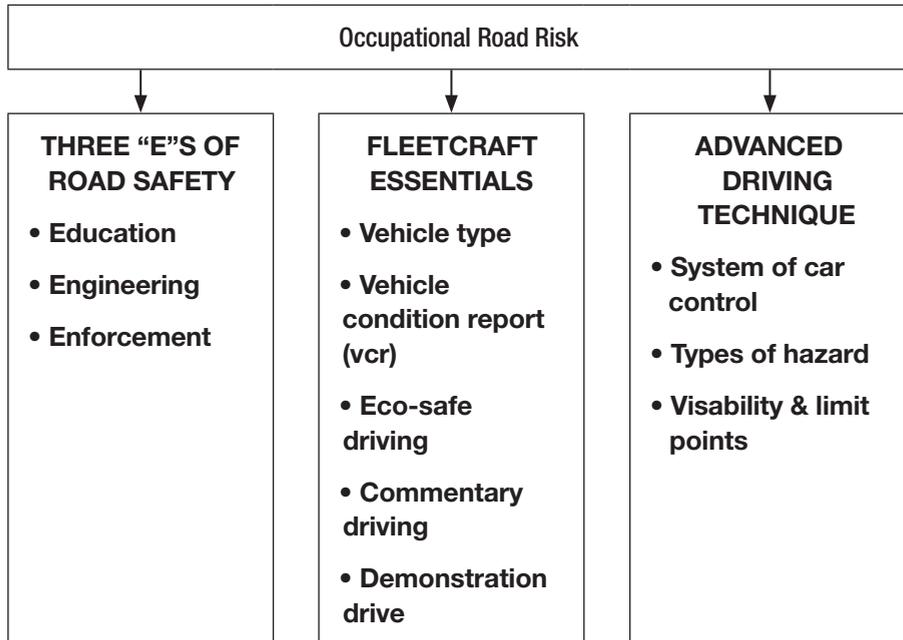
Commentary Driving:

1. Run through the pre-driving vehicle checks and identify local knowledge.
2. On the move, begin by identifying all traffic signs and road markings.
3. Next, link these with the three types of hazard.
4. Either, talk through driving plan (IPSGA – the system of car control).
 - What CAN be seen?
 - What CANNOT be seen?
 - What might be REASONABLY expected to happen?
5. Talk through the five Good Driving Habits

The driving style needs to be proactive and the commentary needs to reflect this.

LESSON XXVIII: CORPORATE DRIVER TRAINING

KEY LEARNING POINTS



STAGE OF ABILITY

- Fully Qualified Driver/Experienced Motorist

RECAP

- Level of driving experience.

- Any blameworthy collisions or incidents.
- Expectations and confidence.

CORE OF SESSION

- **Occupational Road Risk Brief (Important statistics).**
 - i. The average motorist drives about 8,000 miles a year.
 - ii. Fleet Drivers are exposed to more risk of collisions because of their higher mileage.
 - iii. 95% of collisions are caused by driver error and around one third of fatal and serious road crashes involve someone who was driving for work.
 - iv. The most recent statistics show a 3% rise in the number of people being killed, rising from 1,850 in 2010 to 1,901 in 2011.
 - v. The number of people killed or seriously injured (KSI) in 2011 has risen 2% to 25,023 from 24,510 in 2010.
 - vi. 46% of all fatalities were car occupants.
 - vii. Vehicle traffic levels are broadly stable after falling for the last three years and adverse weather is not considered to be factor in the increase in serious road casualties and fatalities.
- **Occupational Road Risk Brief (Risk assessment)**
 - i. **Where do crashes occur?**
 - Over 50% of collisions involve vehicles that are travelling ahead; 15% are rounding bends, 15% are turning right and 4% overtaking.
 - ii. **What are the financial and human costs of collisions?**
 - The average fatal collision costs society is £1,585,510 per death.
 - The total yearly cost of collisions is in the region of £15billion.
 - The human cost involves pain, grief and suffering to the casualty, relatives and friends, as well as the intrinsic loss of enjoyment of life in the case of fatalities.

iii. how does driver development bring about benefits to both employers and employees?

- Contributes towards safer driving for work and leisure, making driving more relaxing, reducing stress and risk of incident/collisions.
- Reduces business downtime, improving productivity, efficiency and improving company image.
- Savings on insurance, fuel, repairs and maintenance costs.
- **Occupational Road Risk Brief (Enforcement)**
Police investigating fatal road collisions treat these as “unlawful killings until the contrary is proved”. They will determine whether anyone involved was at work, and if so, did this factor contribute towards the collision. Health & Safety offences can be aimed at Company Managers and Directors who have a duty of care for employees.

EYESIGHT AND DRIVING LICENCE CHECK

- i. Eyesight check – to at least the minimum standard for a car licence.
 - ii. Check for appropriate category entitlement on driving licence, including counter-part paper section for validity. DVLA licence checks can now be made direct or through third party agencies at an agreed fee, either online or over the phone.
- **Vehicle Condition Report (VCR)/Vehicle Type**
 - i. The vehicle used must be fit for purpose, roadworthy and taxed. The level of pre-driving checks will depend on the vehicle type. For a car or van, the “POWER” (Petrol/Fuel – Oil – Water – Electrics – Rubber) routine is a minimum check. A VCR check will include:
 - Tyres** – pressure / tread depth and no defects.
 - Lights** – all working. No damage or defects.
 - Indicators** – all working. No damage or defects.
 - Vision** – Windows clean, legal and undamaged.
 - Fluid levels** – Oil, coolant, washers, power steering, brake fluid and clutch fluid.

Body condition – internal and/or external damage.

Load safety – no loose items in the cabin and heavy/outside items secured.

- ii. The driver's familiarity with the vehicle type needs to be confirmed, for instance, its performance and handling, control settings, use of navigation systems and other technologies.

SKILLS DEVELOPMENT / PRACTICAL FLEETCRAFT

The coaching session needs to be interactive. The essential areas of 'Roadcraft' that you need to cover are the same as for 'advanced driving':

- i. **THREE TYPES OF HAZARD** – Three categories. Fixed/physical features; Moving features (developing hazards) and Environmental features (Road surface/weather).
- ii. **SYSTEM OF CAR CONTROL** – "IPSGA" (Information – Position – Speed – Gear – Acceleration).
- iii. **LIMIT POINT** of vision ahead – Use on country lanes where speed limits are higher.

For each of these three areas, coaching for skill development and feedback should focus on the driver's:

- a) Acceleration and braking patterns.
- b) Corner and lane handling.
- c) Speed handling.
- d) Judgement of traffic movement (other road users) based on the above three points, points a) to c).

- **Coaching / Driver development format**

Briefly introduce your coaching plan including any recap of previous learning or assessment. Coaching and prompts should be delivered in a predominantly conversational manner.

- i. **ASSESSMENT** – Judge the client's needs, the training / development route and your own preferences

- ii. **POSITIVE FEEDBACK** – cover any habits and focus on best practice with immediate feedback. Use mostly Q&A method and prompts, coaching, along with direct instruction where needed.
- iii. **ANTICIPATION** – What CAN be seen? What CANNOT be seen? What might be REASONABLY expected to happen? Also consider using the ‘Smith System’ (5 Good Driving Habits).
- iv. **ECOSAFE DRIVING** – Reducing fuel costs; minimising wear and tear on the vehicle are amongst the benefits to be achieved from a defensive driving style.
- v. **COMMENTARY DRIVING** – Consider ability. Begin with identifying traffic signs and road markings and how these affect the driving plan (system of car control). Link with the three main types of hazard and anticipation.
- vi. **MANOEUVRE** – Consider one set-piece manoeuvre, that includes reversing, followed by a ‘return development run’ back to base.
- vii. **DEMONSTRATION DRIVE** – A short low risk demonstration, if this will benefit the driver.
- viii. **VALIDATION** – Before the end of the session, evaluate client’s response to your coaching.

- **Risk Assessment**

At the end of the session

- i. **ACHIEVEMENTS** – Summarise the learning points.
- ii. **ACTION PLAN** – Driver to write down areas for further practise and improvement. Briefly discuss and agree objectives for next session or a summary of the ‘Report to Company’ where this is requested.
- iii. **REPORT RISK PROFILE BACK TO COMPANY**– Low, Medium or High?

TEN FLEET COACHING EXERCISES

Depending on the individual needs of each driver, these can be the same as for advanced driving. We've included a couple more and you can of course include any of your own addition exercises.

Feel free to adapt the ten exercises listed below to suit your client's needs and/or local conditions.

Coaching Exercise 1

The three types of hazard.

At appropriate times on the move, ask the driver to identify information ahead, giving examples of:

- Fixed/physical features.
- Moving features (developing hazards).
- Environmental features (how road surface is affected by the weather).

With the fixed features, begin by asking the driver to identify any traffic signs or road markings, stating their correct meaning, along with how the information affects their driving.

Suggest to the driver that they devise INFORMATION and ACTION LINKS. For example, Bus Stop = Bus route; School Warning Sign = Check time of day, observe for children. How many other examples can the driver come up with?

Coaching Exercise 2

Chasing the Limit Point. On single carriageway, national speed limit roads, ask the driver to tell you when the limit point is:

- Getting closer. Is the driver slowing down?
- Becoming further away? Is the driver accelerating, if safe to do so.
- Is the driver able to stop safely, in the distance seen to be clear?

Coaching Exercise 3

The flexibility of the system of car control. Ask the driver to identify the features:

- Information – what is the next hazard?
- Position – where should the vehicle be positioned?
- Speed – brakes to slow, where needed.
- Gear – to go. Which one?
- Acceleration – smooth and progressive through the hazard.

Include mirror(s) use between each of the five features. Ask the driver what is following behind or to the side and how close or far away the vehicle(s) is/are. Where appropriate, ask what is the benefit of monitoring following traffic?

Coaching Exercise 4

Defensive driving techniques/Anticipation. In both urban and rural environments, ask the driver:

- What CAN be seen ahead?
- What CANNOT be seen?
- What might be REASONABLY expected to happen?

Link this with Coaching Exercise 1.

Coaching Exercise 5

The 'Smith System'. Identify the five Good Driving Habits and link with the previous four coaching exercises. Ask and confirm these five points with the driver:

- Look well ahead – determine relevant information. What is the escape route or alternative plan, if things go wrong?
- Move your eyes – use the appropriate mirrors. How should you respond to what you see?
- Keep space – never too close to the vehicle in front, be able to stop in distance seen to be clear.
- Spot the problems – which hazard types do we need to prioritise in the circumstances?

- Be seen – do we need to signal? How? Indicators, lights and/or the horn?

Coaching Exercise 6

Do you coast?

Not in the sense of selecting neutral gear or depressing the clutch too early, but rather how you commit yourself to the driving task?

Devise a mnemonic that will help you to remember the key elements of fleetcraft using the word COAST or any other suitable words.

Suggested answer:



Coaching Exercise 7

What are your 'Zones of Visibility' for instance approaching a roundabout or before overtaking?

How is correct road positioning important?

1. Are you positioned for the best visibility?
2. Can you fake it?

3. What is faking it?
4. How do you approach junctions, plan to stop and look to go?

Discuss examples of:



Coaching Exercise 8

EcoSafe driving techniques. Ask the driver to consider their driving style and confirm:

- Correct speed choice / avoiding needlessly high engine revs, harsh acceleration and braking.
- Smooth use of gas pedal, 'feathering' it lightly and evenly to adjust driving speed.
- Appropriate gear choice for economy driving.
- When safety factors override economy consideration.
- When to use cruise control.
- Manoeuvring on a warm engine.
- Use of vehicle with/without stop/start technology.
- When to open windows or use the air conditioning.
- Pre-driving checks eg tyre pressures and vehicle load.

Coaching Exercise 9

Commentary Driving:

1. Run through the pre-driving vehicle checks and identify local knowledge.
2. On the move, begin by identifying all traffic signs and road markings.
3. Next, link these with the three types of hazard.
4. Talk through driving plan (IPSGA – The system of car control).
 - What CAN be seen?
 - What CANNOT be seen?
 - What might be REASONABLY expected to happen?
5. Talk through the five Good Driving Habits

The driving style needs to be proactive and the commentary should reflect this.

Coaching Exercise 10

National speed limit for lorries and buses. Where the situation arises, check driver's knowledge of the speed limit for:

- A bus, coach, mini-bus or goods vehicle (not exceeding 7.5 tonnes maximum laden weight) driving on single/dual carriageway roads and motorways.
- A large goods vehicle, exceeding 7.5 tonnes maximum laden weight driving on single/dual carriageway roads and motorways.
- Cars towing caravans or trailers.

Discussion point: Through European legislation, the maximum speed that LGVs or PCVs can be driven is restricted by limiters fitted to the vehicle. How does this affect your anticipation of other road users?