

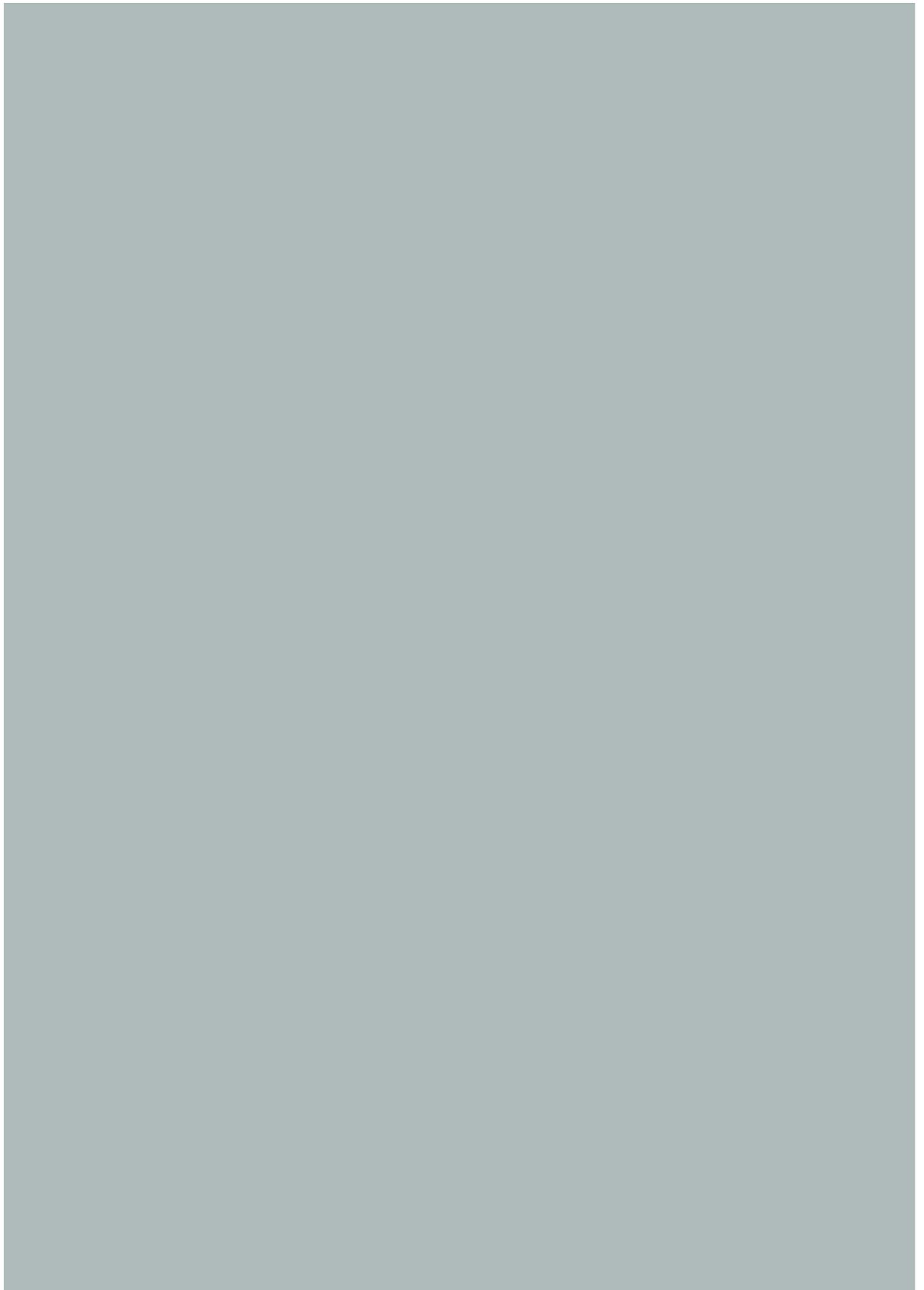
RSA



LEARNER DRIVER TRAINING

SYLLABUS CATEGORY B: Car and Light Van

Údarás Um Shábháilteacht Ar Bhóithre
Road Safety Authority





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Part 1:

Introduction

The Learner Driver Training (LDT) Syllabus describes the skills and behaviours that a safe, competent driver should be able to demonstrate. Various skills and behaviours are grouped under four modules with several supporting units making up each module. The Essential Driver Training (EDT) Syllabus, which covers the twelve hours of lessons for learner drivers, is derived from the LDT Syllabus. In the EDT Syllabus you will see references to units in the LDT Syllabus; these units cover particular driving skills linked to the EDT programme.

The LDT Syllabus places emphasis on two aspects of the learning process – self-assessment and self-reflection. Research tells us that these are important skills in the learning process in line with the higher levels of the goals for driver education (GDE) matrix. Engaging in self-reflection and assessment puts the focus on the learner and not on the ADI/sponsor. (For more information on this, see the final report of the EU's GADGET project*.)

The LDT Syllabus is a resource for the various stakeholders, Approved Driving Instructors (ADIs), sponsors and learners who are essential to developing better, safer drivers on our roads. The Syllabus will help ADIs prepare individual lesson plans around each unit and ensure that the lessons cover the key driving skills and behaviours. The LDT Syllabus also helps to demonstrate the breadth and extent of driving skills and behaviours and shows that a safe driver will have achieved complex learning outcomes.

* www.kfv.at/fileadmin/webcontent/Publikationen_englisch/GADGET-FinalReport.pdf
or <http://tinyurl.com/4x6a6oa>

Overview of the LDT Syllabus

Purpose of the LDT Syllabus

The purpose of the Learner Driver Training (LDT) Syllabus is to describe the training, learning and assessment that will help to produce safe and socially responsible drivers for the future.

The LDT Syllabus forms part of a wider programme of measures designed to reduce significantly the risks created by inexperienced drivers, especially young drivers. The aim of the LDT Syllabus is to develop a competent driver who is fully engaged in the act of driving safely and responsibly.

The purpose of Learner Driver Training is to help learners to acquire road traffic competence. On completing the training, they should have the knowledge, understanding and skills as well as the attitudes and behaviours that a driver needs to tackle the road traffic environment in a safe and socially responsible manner.

Not all of the objectives outlined in the LDT Syllabus lend themselves readily to assessment by means of a test and some would be too time-consuming to assess during the driving test. To ensure that they are nonetheless included in the training, the LDT Syllabus includes mandatory units that all learners will have to take. In these units, the emphasis is placed on exercises which (for safety, practical or economic reasons) are not easy for the learner to carry out alone. The emphasis is also on subjects such as understanding risk, the road network and other subjects which are largely concerned with attitudes to road safety.

Development of the LDT Syllabus

Creating a culture of safe and socially responsible driving is essential for reducing deaths and casualties on Irish roads. This calls for major changes in the attitudes to risk and driving behaviours of all drivers but particularly those of young people who are learning to drive.

This LDT Syllabus describes a best practice approach to the learning to drive process. It clarifies the roles and responsibilities of learner drivers, their Approved Driving Instructors (ADIs) and sponsors.*

It clearly outlines what learner drivers need to know, what they should be able to do, how well they should be able to do it and how this will be assessed at each stage of the learning to drive process. The LDT Syllabus is designed to help learners and their sponsors to structure the experience they gain outside of formal instruction and is intended to help ADIs to focus the coaching and training they provide.

The LDT Syllabus has been developed by a panel of RSA representatives, with advice from external specialists and with reference to comparable EU and international publications and research.

Some driving knowledge, skills and behaviours are more important than others because they

*See Glossary on page 15

are known to be associated with safe and collision-free driving. For that reason, a risk-based perspective has guided the development of the contents of the LDT Syllabus. This focuses on the development of skills, understanding and behaviours known to have a significant effect on road safety.

The LDT Syllabus will assist learners, their ADIs and sponsors to get the best results possible from the learning to drive process. It should also be a useful resource for more experienced drivers looking to refresh their knowledge and for teachers and educators who might wish to embed learning to drive content in other programmes.

The legal basis for driver training

The legal basis for driver training is set out in a number of Road Traffic Acts and associated regulations. The objectives of driver training and the requirements regarding the associated instruction have been laid down by the Road Safety Authority (RSA), which is authorised to regulate the theoretical and practical training required by persons who seek to acquire a driving licence. This LDT Syllabus describes the driver learning and training for Category B type vehicles.

The structure of the LDT Syllabus

The LDT Syllabus consists of the following four modules:

- 1 Before starting to drive**
Driving laws and rules, and vehicle operation
- 2 Basic control of the vehicle**
Driving in low-risk traffic situations
- 3 The fundamentals of road-sharing**
Responsible driving
- 4 Driving in more challenging situations**
Driving in higher risk traffic situations

LDT Syllabus contents

The LDT Syllabus describes desirable behaviours such as decision-making, reflection on your own driving, cooperation with other road users, anticipation of hazards, negotiating hazards and adapting to weather conditions.

It focuses on producing a safe and responsible driver rather than just preparing the learner to pass the driving test. Each module contains a number of units that cover the knowledge and skills that must be assessed and evaluated during training. In some cases units are continued in later modules, but with a different emphasis – for example, **Primary controls (1)** in Module 1 concentrates on developing the learner’s knowledge and understanding; while in Module 2, **Primary controls (2)** deals with the practical skills of using the primary controls.

Main areas of driver competence

The LDT Syllabus describes the knowledge, skills and understanding that learners need to develop to become competent drivers. It is designed to produce drivers who have a thorough appreciation of the role they play in keeping the roads safe for themselves and others to use. It focuses on the following five main areas of driver competence:

- Knowledge, driving laws, rules and vehicle operation;
- Control of the vehicle;
- Control in traffic situations;
- Recognising, managing and avoiding risks; and
- Driving in a social context.

The need for the LDT Syllabus

The information contained in the LDT Syllabus will enable ADIs and sponsors to coach and train novice drivers in a progressive and consistent manner in order to stimulate and promote safe and responsible behaviour on the roads.

The main aim of the ADI and sponsor should be to instil skills and behaviours in novice drivers and develop good road behaviour so that it becomes a lifelong habit.

The LDT Syllabus responds to the tragedy caused by road collisions. The most significant age group in Irish road collision statistics are young men and women on the threshold of productive lives and careers, and it is that group that this educational effort must primarily be directed.

All the traffic control regulations, vehicle testing standards and road improvements will remain inadequate unless we can bring about a better standard of road behaviour. Too many people use the roads without sufficient regard for the interests of other road users or for their own safety. The LDT Syllabus reflects the need for higher standards of driving and aims to develop and sustain a spirit of cooperation, caution and courtesy in novice drivers.

Education is a term used liberally in relation to road safety. For the purposes of the LDT Syllabus, it is taken to mean 'the imparting of knowledge with a view to creating and developing an attitude of mind that will manifest itself in conformity with what has been learned'. It is essential that the learner driver understands the reasons that lie behind the regulations that affect them. To that end, the LDT Syllabus has a vital role in shaping positive attitudes and developing responsible driver behaviour on Irish roads.

Goals of the training

The LDT Syllabus encourages learner drivers to assess their own competencies and development throughout the training process.

Driver training and coaching should be organised and delivered in ways that encourage learner drivers to reflect on their own driving performance, to see situations from the perspectives of others and to cooperate with other road users. It should improve the learner driver's:

- Awareness of the necessity to share the road in a safe way (while showing due care for themselves and other road users);
- Attitude to risk;
- Willingness to accept responsibility;
- Ability to take precautions; and
- Ability to choose ways of driving that reduce the risk of collisions or incidents.

Emphasis is placed on coaching and instruction techniques that turn learner drivers into proactive participants in the training process.

The learning process

The LDT Syllabus has been designed to reflect a natural learning progression for learner drivers. It starts before learner drivers begin to drive: with the things they need to know and things they need to have done. It then moves on to the basic skills that learner drivers need to keep their vehicle under safe control while driving. Next, it moves on to the fundamental skills that drivers need to ensure that they can share the road safely with other road users. And it finishes with how to drive in more difficult, complex or challenging situations. Each stage in this progression forms a module, and each module is divided into a number of units that set out the specific skills that learner drivers are expected to acquire.

Because the LDT Syllabus is designed to be progressive, ADIs, sponsors and learner drivers need to plan modules and practice sessions carefully. They need to think about the best routes and road conditions for the stage the learner is at, and consider what sorts of learning experiences to include and the order in which these experiences should be presented to the learner. This means taking account of road types, traffic conditions and, most importantly, the learner driver's current behaviours and skill level, while at the same time trying to make sure that the routes and experiences chosen give the learner plenty of opportunities to practise the skills currently being learned.

A sequence for each behaviour and skill might progress through the following steps:

- 1 The ADI explains to the learner driver what to do and, with the possible assistance of a sponsor (where the learner has a sponsor), explain why it is important to do it that way and what to look out for while doing it;

- 2 The ADI or the sponsor then shows the learner how to do it correctly, preferably commenting on what they are doing while they are doing it;
- 3 The ADI or the sponsor then checks the learner's understanding of what they are about to do;
- 4 The learner driver then develops understanding and behaviour;
- 5 The ADI or the sponsor reviews the learner's performance and gives constructive feedback;
- 6 The learner continues to practise the skill until they can perform it consistently well.

Grouping of skills in practice sessions

In practice, skills are not practised one at a time. Efficient learning involves the sensible grouping of skills in practice sessions. So, for example, an ADI or sponsor might plan a lesson or practice session by choosing a route that will give the learner the opportunity to practise negotiating different types of junctions (such as roundabouts, T-junctions and turning right from main roads into minor roads), and also give opportunities for practising lane changing and driving past parked cars, all of which require good observational skills and anticipation.

Assessment and the learning process

Assessment is a vital part of the learning process. More information is provided about assessment later (see page 12). In relation to the learning process, however, it is important to note that the ADI, sponsor and the learner driver all have a role to play in judging the learner's readiness to move to the next stage of development. Everyone involved needs to be confident that the learner driver has acquired the necessary knowledge, understanding or skills in each unit before progressing to the next unit.

Relevant and challenging situations

To achieve the objectives of the modules, the ADI and sponsor must organise the teaching and coaching to ensure that the learner driver is confronted during practice driving with relevant and challenging situations that can create opportunities for discussion, assessment and reflection.

Driver training and coaching, therefore, must take place under varying road and traffic conditions where learner drivers are challenged to make decisions at various levels. This instruction and coaching from both ADI and sponsor should turn the learner driver into an active participant and lay the foundation for reflection and discussion and the positive exchange of experiences. This should be done with an eye to encouraging learner drivers to produce their own proposals and arguments about what counts as desirable behaviour while driving.

Where reasonable to do so, the learner driver should be exposed to as many as possible of the driving contexts and road environments listed in the range statements (see page 18.) This will only be possible where it is legal and practical. For example, it is not legal for a learner permit holder to drive on a motorway; however the learner driver should understand fully the rules and skills

required to drive on a motorway. Some of the more unusual situations, such as driving in snow, might never occur during the learner driver's training.

Social skills

A number of teaching programmes have been prepared with a view to improving social skills among the pupils in the education system. The measures that have proven most successful are those that aim to develop the whole person by drawing on:

- Intellect;
- Attitudes;
- Emotions; and
- Actions.

A general feature of those measures has been to create understanding of the need for rules and procedures and of the requirement to follow them.

The road is an important social arena for many people. Work on social skills must therefore be kept up during the Learner Driver Training. The aim of the training and coaching is to help learner drivers to become safe and responsible drivers.

The focus is on understanding road traffic as a system involving various kinds of participants, on conditions that affect risk, on the learner driver's responsibility and on the importance of learner drivers having critical insights into their own abilities and behaviours.

The assessment process

Since assessment is such an important part of the learning process, it is important to consider how assessment should be carried out. The RSA has responsibility for carrying out formal assessments of learner driver abilities, through the Theory Test and the Practical Driving Test. ADIs, sponsors and learner drivers, for their part, have a responsibility to assess the progress the learner is making during training, and to judge the learner's readiness to move on to the next stage of development, including readiness to sit the formal assessments.

Assessments by ADIs, sponsors and learner drivers themselves will normally be a mixture of observation and questioning. For ADIs and sponsors, this will mean direct observation of the learner driver's performance supported by questioning and discussion of their understanding of how, when, why and where decisions are made and subsequent actions are taken. For learner drivers, self-assessment will take the form of observations of their own driving performance, while self-reflection will take the form of questioning themselves about their skill level, behaviour and attitude to driving. The best drivers are those who have a realistic idea of their own strengths and weaknesses.

Self-assessment and self-reflection

Self-assessment and self-reflection have valuable parts to play in the learning to drive process. They are important for two reasons:

- The more aware drivers are of their own strengths and weaknesses, the safer and more responsible they are likely to be; and
- Self-assessment and self-reflection help guard against over-confidence – misplaced confidence in their own ability is one of the major dangers for novice drivers.

Self-assessment and self-reflection are related but different activities. They are part of a process that leads to learner drivers having a better understanding of their driving abilities and behaviours. They work best when they are focused on specific issues – for example, negotiating a particular type of junction, braking in particular weather conditions, and so on. They involve learner drivers themselves actively judging how well they carried out driving tasks and thinking about why they acted in a particular way and how they can improve. Learner drivers may do this independently or with the help of an ADI or a sponsor.

Self-assessment

Self assessment requires learner drivers to observe their own driving performance and behaviour and to judge how well they are driving. They need to ask themselves what they did or what they did not do. The judgements are made against the standards of good driving set out in the Learner Driver Training Framework and the LDT Syllabus. All aspects of the Framework should be considered, not just basic control of the vehicle or performance of manoeuvres. For example, when considering the use of primary controls, learner drivers might assess their steering as below standard because they tend to drift to the right when changing gears. Similarly, under the heading of speed, learner drivers might recognise that they constantly have to brake hard to avoid driving into the rear of cars in front.

Self-reflection

Self-reflection requires learner drivers to consider why they are interpreting information or driving in the ways they are. If they are making errors or driving inappropriately (for example, driving too close to cars in front) they need to identify the reasons why they are driving like this. Does it suggest they lack knowledge and understanding, have a lack of skill, hold inappropriate attitudes or a combination of these? They should ask themselves questions like:

- Why do I keep making that error?
- What causes me to lose control like that?
- What effect does my doing that have on other road users and how would I feel if someone did that to me?

In the steering example above, a learner driver might realise that he has a tendency to drift to the right because he needs to look at the gear stick when changing gear. In the speed example, another learner driver might realise that she does not leave enough distance between her car and other cars, given the speed they are travelling at.

Role of ADIs and sponsors

ADIs and sponsors should try to encourage learner drivers to self-assess and self-reflect by asking questions. In most situations, the questions will form part of a sequence, starting with one or more self-assessment questions and continuing with one or more self reflection questions. The following is an example of such a sequence:

- ADI** How well do you think you negotiated that roundabout?
- Learner driver** Not very well.
- ADI** What makes you say that?
- Learner driver** Well, I came up to the roundabout in the wrong lane to turn right.
- ADI** Why do you think that happened?
- Learner driver** I couldn't get into the right-hand lane because other cars were coming up alongside me.
- ADI** So, what will you do differently next time?
- Learner driver** I will indicate much earlier and try to get into the right lane well before reaching the roundabout.

Glossary of terms

ADI	Approved Driving Instructors (ADIs) are approved by the RSA (Road Safety Authority), the regulatory body for driving instruction in Ireland. ADIs are the only persons who may provide mandatory training or any instruction for financial reward.
Behaviours	The style or approaches adopted to driving which demonstrate whether or not someone has safe and responsible attitudes.
Knowledge and understanding	Awareness or possession of the facts, concepts, truths and principles of competent driving, including the immediate and long-term consequences of unsafe or anti-social driving, and the ability to use knowledge as appropriate.
Range	The range of driving contexts and road environments in which the learner driver needs to demonstrate competence.
Self-assessment	Self-assessment is the means by which a person gathers information about their own driving, evaluates the quality of their performance and determines what improvements they need to make.
Self-reflection	Self-reflection is the process by which a person reflects on and critically considers their previous actions, incidents they have been involved in or decisions they have taken.
Skills	The abilities required to drive competently, usually gained through training, practice and experience.
Sponsor	<p>A sponsor is someone who helps and supports a learner driver through the learning to drive process – for example, by being an accompanying driver during practice drives. Sponsors need to accept the responsibility of taking part in the learning process and to be able to devote considerable time and effort to the task without any financial reward. A sponsor may be a family member, such as a parent, aunt or uncle. Sponsors must hold a full car-driving licence for at least two years and, more importantly, should have lots of driving experience.</p> <p>In summary, a sponsor can be someone who:</p> <ul style="list-style-type: none"> ○ Has held a full licence in the relevant category for a minimum period of two years; ○ Has the ability to explain and teach the skills of driving and to coach the learner driver as these skills are practised; ○ Has an understanding of the difficulties that the learner driver has to face; and ○ Can remain calm and patient under pressure.

Using the LDT Syllabus

Each unit in the LDT Syllabus follows a standard structure, as illustrated in the following example.

3.4 Anticipation and reactions

Objective
The learner driver must have the knowledge, understanding and skills to be able to identify imminent and potential hazards, and react appropriately.

Range
The learner driver must be able to demonstrate awareness of imminent or potential hazards, and effective anticipation and reaction to such hazards in the **range of driving contexts and road environments** listed on page 18.

Guidance

Topic	The learner driver should:
Road junctions	<ul style="list-style-type: none"> Know and understand when, where, why and how to scan for road junctions; and Be able to anticipate potential dangers posed by junctions and to react appropriately.
Parked vehicles	<ul style="list-style-type: none"> Know and understand when, where, why and how to scan for parked vehicles; and Be able to anticipate potential dangers posed by parked vehicles and to react appropriately.
...	...

Sample questions to check knowledge, understanding and skills

“How should you identify and deal with road works ahead?”
 “How would you anticipate and react to a cyclist ahead?”
 “What precautions should you take when approaching busy side roads?”

Sample questions to promote self-assessment

“Do you think you acted appropriately when you saw those children on the road?”

Sample questions to prompt self-reflection

“Why did you slow down so much when passing the school gates?”

Objective: defines what the learner driver **must** achieve.

Range: where applicable, points to the range of driving situations and road environments in which the learner should gain experience.

Guidance: outlines topics that the learner driver should master, with the help of the ADI or sponsor.

The topics listed here are for the guidance of ADIs and sponsors, and are not intended to be exhaustive.

Sample questions: The ADI and sponsor can use these sample questions to help the learner driver:

- To test knowledge, understanding and skills;
- To self-assess competence and skills; and
- To self-reflect on the level of skills attained and any continuing gaps in knowledge, understanding or skills.

Promoting self-assessment and self-reflection

Throughout the LDT Syllabus, learner drivers are encouraged to develop the skills of self-reflection and self-assessment that will help them to maintain a conscious awareness of all aspects of the driving experience. This will involve learner drivers examining what they have been doing, why they have been doing it (or not doing it) and determining how they themselves can best progress their goals in relation to becoming safe and responsible drivers.

Part 2:

LDT Syllabus modules

The LDT Syllabus consists of the following four main modules:

Module	Description
1 Before starting to drive	The units in this module cover what learner drivers need to know before they begin to drive. This includes driving laws and rules, and basic knowledge of primary and secondary controls. Some general knowledge is expected on areas such as the environmental impact of driving and how to plan journeys.
2 Basic control of the vehicle	The units in this module require learner drivers to acquire and demonstrate competence in the basic skills of driving in low-risk situations. They also need to be able to carry out routine safety checks.
3 The fundamentals of road sharing	The units in this module require learner drivers to develop the ability to share the road safely and responsibly with all other road users.
4 Driving in more challenging situations	The units in this module require learner drivers to have a higher level of understanding of the complexities of driving, and to be able to drive responsibly, competently, calmly and without prompting in more challenging or higher-risk situations.

Matching the LDT Syllabus with lesson plans

People using the LDT Syllabus should be aware that the four modules are ordered as they are expected to be covered in the learning to drive process. However, this will not always be appropriate; so, when developing individual lesson plans, ADIs and sponsors need to take account of the particular learning needs and previous experiences of the learner driver and the routes available to them, as well as the driving topics to be covered.

In most lessons, ADIs and sponsors will include topics from more than one module. For further guidance, please see [The learning process](#) on page 10.

The **range** of driving contexts and road environments

To achieve the objectives of modules 2, 3 and 4, the ADI and sponsor must organise the teaching and coaching to ensure that the learner driver is confronted, during practice driving, with a wide range of driving contexts and road environments, including the following:

- Approaching and emerging from junctions
- On the straight
- On bends
- Turning left and right
- Meeting, joining and crossing traffic
- Changing direction
- Changing lanes
- Roundabouts
- Dual carriageways and motorways*
- Urban roads and residential areas
- Rural roads
- Inclines and declines
- Reversing
- U-turns and turnabouts
- Stopping
- Parking and driving in confined spaces
- Cycle lanes
- Pedestrian crossings
- Tunnels*
- Bus stops or bus lanes
- Tramways, rail crossings
- Wet and dry roads
- In darkness and daylight
- Slippery conditions*
- Light and heavy* traffic

* *Not applicable to Module 2*

This range of driving contexts and road environments is referred to where appropriate during the units that follow. Where it is possible and reasonable to do so, the learner driver must be able to demonstrate the required skills in this range of contexts and road environments.

Active participation of the learner driver

The instruction and coaching from both the ADI and sponsor should turn the learner driver into an active participant who is capable of making decisions at various levels. Learner drivers should be encouraged to produce their own proposals and arguments about what counts as desirable behaviour while driving.

Supplementing the information in the LDT Syllabus

Accurate factual information is essential for learner drivers, and the ADI and sponsor should supplement the information in the LDT Syllabus with information drawn from the following and other authoritative information sources:

- *The Rules of the Road;*
- *The Official DSA Guide to Driving:*
The Essential Skills;
- RSA website;
- RSA publications;
- RSA's *Learning to Drive a Car;*
- RSA road safety campaigns
(including radio, TV and internet advertising);
- Vehicle manual (handbook);
- ADI handbook and documents; and
- Sponsor-focused literature

Module 1:

Before starting to drive

Driving laws and rules, and knowledge and understanding of vehicle operation

This module requires learner drivers to acquire knowledge of administrative and technical matters relating to driving before they start to drive. They are also expected to acquire some basic practical skills and an understanding of the environmental impact of driving.

The knowledge and understanding that learner drivers acquire in this module will help underpin the development of their technical driving skills in later modules.

Module 1: Units

This module includes the following units:

- 1.1 Learner permit
- 1.2 Administrative aspects of driving
- 1.3 Primary controls (1)
- 1.4 In-car technology and systems (1)
- 1.5 Keeping up to date with legislation
- 1.6 Observations and mirrors (1)
- 1.7 Communications, signs and signals (1)
- 1.8 Speed (1)
- 1.9 The environmental impact of driving
- 1.10 Preparing for a journey (1)
- 1.11 The environment and vehicle choice

1.1 Learner permit

Objective

The learner driver must have a clear understanding and knowledge of all the rules and restrictions relating to the learner permit.

Guidance

Topic	The learner driver should:
What a learner permit is	<ul style="list-style-type: none">Be able to explain what a learner permit is; andWhen a learner permit is required.
Getting a learner permit	<ul style="list-style-type: none">Have an understanding of the eligibility requirements for a learner permit;Know what documentation is required when applying for a learner permit; andKnow where and how to apply for a learner permit.
The rules governing a learner permit	<ul style="list-style-type: none">Understand the restrictions applying to a learner permit; andKnow the legal implications and the potential consequences of non-compliance.
Carrying the learner permit while driving	<ul style="list-style-type: none">Be aware of the legal requirement to carry a learner permit while driving and the potential consequences of non-compliance.

Sample questions to check knowledge, understanding and skills



“Are you permitted to drive unaccompanied while you hold a learner permit?”

“When are you legally required to carry your learner permit with you in the vehicle?”

“What documentation is required when applying for a learner permit?”

Sample questions to prompt self-reflection



“What are the benefits to you of making sure your learner permit is valid?”

1.2 Administrative aspects of driving

Objective

The learner driver must know and understand the responsibilities and obligations that owners and users of vehicles have in relation to administrative matters – for example, insurance, motor tax, vehicle tests, and the display of L-plates.

Guidance

Topic	The learner driver should:
Requirements and rules relating to motor insurance	<ul style="list-style-type: none"> Understand the legal requirement to have insurance; and Know about the various types of insurance available.
Getting motor insurance	<ul style="list-style-type: none"> Know the documentation required to get insurance. Understand the potential consequences of non-compliance.
Rules relating to motor tax	<ul style="list-style-type: none"> Understand the legal requirement to have motor tax; and Understand the potential consequences of non-compliance.
Getting motor tax	<ul style="list-style-type: none"> Know the documentation required to get motor tax; and Know what methods of payment may be used.
Rules relating to the NCT (National Car Test) and the VTN (Vehicle Testers' Network) test	<ul style="list-style-type: none"> Understand the legal requirements in relation to the NCT and the VTN; and Understand the reasons why it is important that vehicles must be roadworthy.
Booking the relevant vehicle test (NCT or VTN)	<ul style="list-style-type: none"> Know what documentation is required to apply for a vehicle test; and Know where to apply for a vehicle test.
L-plates	<ul style="list-style-type: none"> Understand the legal requirement for learner drivers to display L-plates .

Sample questions to check knowledge, understanding and skills



“What are the benefits of comprehensive insurance?”

“When is an NCT disc required to be displayed on a windscreen?”

“Can you ever drive without a motor tax disc displayed?”

Sample questions to prompt self-reflection



“Other than for legal reasons, what is the benefit to you of having an NCT test performed on your car?”

1.3 Primary controls (1)

Objective

The learner driver must understand the function of the primary vehicle controls and know how they operate.

Guidance

Topic	The learner driver should:
Foot brake	<ul style="list-style-type: none">○ Know the location of the foot brake;○ Understand the function of the foot brake; and○ Know where, when and how to use the foot brake.
Handbrake (parking brake)	<ul style="list-style-type: none">○ Know the location of the handbrake or parking brake;○ Understand the function of the handbrake or parking brake; and○ Know where, when and how to use the handbrake or parking brake.
Accelerator	<ul style="list-style-type: none">○ Know the location of the accelerator;○ Understand the function of the accelerator; and○ Know where, when and how to use the accelerator.
Clutch	<ul style="list-style-type: none">○ Know the location of the clutch;○ Understand the function of the clutch; and○ Where, when and how to use the clutch.
Gears	<ul style="list-style-type: none">○ Know the location of the gears;○ Understand the function of the gears; and○ Know where, when and how to use the gears.
Indicators	<ul style="list-style-type: none">○ Know the location of the indicators;○ Understand the function of the indicators and why it is important for a driver to signal intent to change direction in a timely manner; and○ Know where, when and how to use the indicators.
Steering wheel	<ul style="list-style-type: none">○ Know how and why to steer correctly.

Sample questions to check knowledge, understanding and skills



"When is it necessary to use the handbrake or parking brake?"

"Why is it important to use indicators correctly?"

"What is the function of the gears?"

Sample questions to prompt self-reflection



"If you did not signal correctly at a roundabout, what effect might this have on other road users?"

1.4 In-car technology and systems

Objective

The learner driver must have a basic understanding of in-car technology systems (where present).

Guidance

Topic	The learner driver should:
In-car technology and systems	<ul style="list-style-type: none">○ Know the location and function of in-car technology and systems – for example, Advanced Driver Assistance Systems (ADAS), airbags, satellite navigation, the entertainment system, and so on.○ Know how to obtain information relating to the correct use of in-car technology and systems; and○ Be aware of the potential distraction that some in-car technology and systems can cause – for example, how using a mobile phone could seriously distract a driver.

Sample questions to check knowledge, understanding and skills



“Is it legal to use a hand-held mobile phone while driving?”

“What is the meaning of the initials ‘ABS’ and what are the benefits of ABS?”

Sample questions to prompt self-reflection



“Why might looking at the radio while driving cause you problems?”

1.5 Keeping up to date with legislation

Objective

The learner driver must know how to keep up to date with actual and planned changes in legislation that affect the safe and responsible use of roads and the driving environment.

Guidance

Topic	The learner driver should:
Getting up-to-date information	<ul style="list-style-type: none"> Know how and where to get information about actual and planned legislation.
Changes in legislation	<ul style="list-style-type: none"> Have knowledge and understanding of current legislation; Know how to keep up to date with changes to legislation – for example, that relating to eco-driving; and Be aware of the potential consequences and legal implications of not keeping up to date with legislation.
Changes to road signs and road markings	<ul style="list-style-type: none"> Have knowledge and understanding of current road signs and markings; and Know how to keep up to date with changes to road signs and road markings.

Sample questions to check knowledge, understanding and skills



“Where would you obtain up-to-date legislation in relation to road signs?”

“Whose responsibility is it to keep up to date with legislation?”

Sample questions to prompt self-reflection



“Why do you think ‘The Rules of The Road’ are considered a valuable aid to safe driving?”

1.6 Observations and mirrors (1)

Objective

The learner driver must know and understand the importance of correct and appropriate use of the mirrors and of maintaining effective and active quality observation.

Guidance

Topic	The learner driver should:
Correct use of mirrors	<ul style="list-style-type: none">Know when, where and why to use the mirrors and the importance of the MSMM (Mirrors, Signal, Mirrors, Manoeuvre) routine.
Effective use of safety glances	<ul style="list-style-type: none">Understand the importance and value of using safety glances; andKnow when and where to take safety glances. <p>For example:</p> <p><i>Moving off from the kerb or moving off at steep angles to look in the areas not covered by the mirrors.</i></p>
Effective observations	<ul style="list-style-type: none">Understand the importance of maintaining effective observation; andKnow when, where to take active quality observations. <p>For example:</p> <p><i>At a Yield sign when turning left at a T-junction, a learner driver needs to understand why it is essential to look both right and left, before committing to the turn.</i></p>
Identifying and compensating for blind spots	<ul style="list-style-type: none">Understand when and where blind spots occur; andKnow how to compensate for blind spots. <p>For example:</p> <p><i>The window pillars on a vehicle may create a blind spot.</i></p>

Sample questions to check knowledge, understanding and skills



“Can you describe the meaning of ‘blind spots’?”

“What do the initials ‘MSMM’ mean?”

“Why is it essential to take quality observations at a T-junction?”

Sample questions to prompt self-reflection



“How would you feel if someone pulled out in front of you from a parking space without checking their blind spot and you almost crashed into them?”

1.7 Communications, signs and signals (1)

Objective

The learner driver must know and understand how to respond appropriately to traffic signs, signals and other types of communication.

Guidance

Topic	The learner driver should:
Road signage	<ul style="list-style-type: none"> Be able to identify road signs in good time; Know the meaning and significance of all road signs; and Know the rules that apply to all road signs.
Indicators	<ul style="list-style-type: none"> Know when, where and why to use indicators; Understand the benefit of indicators to other road users; and Be able to interpret indicator signals given by other road users.
Hand signals	<ul style="list-style-type: none"> Know when, where, why and how to use hand signals; Understand the benefit of hand signals to other road users; and Be able to interpret hand signals given by other road users.
Headlights	<ul style="list-style-type: none"> Know where, why and how to use headlights; and Know when it is a legal requirement to use dipped headlights.
Horn	<ul style="list-style-type: none"> Know when, where, why and how to use the horn; Know when it is legal and when it is not legal to use the horn; Understand the potential consequences of not using the horn when it ought to be used; and Know how to interpret the use of the horn by other road users.
Hazard warning lights	<ul style="list-style-type: none"> Know when, where and how to use hazard warning lights; and Understand the benefit of hazard warning lights to other road users.
Traffic lights and pedestrian crossings	<ul style="list-style-type: none"> Know the various types of traffic lights and pedestrian crossings (and their purposes) together with the legal requirement for compliance.
Gardaí, customs officials, school wardens, persons in charge of animals	<ul style="list-style-type: none"> Know where, why and how to comply with signals given by gardaí, customs officials, school wardens and persons in charge of animals, and the legal requirement for compliance.

Sample questions to check knowledge, understanding and skills



"When should you use hazard warning lights?"

"On what occasions must you use dipped headlights?"

"What does a flashing amber light at a pelican pedestrian crossing mean?"

Sample questions to prompt self-reflection



"How do you think you would feel if you were driving behind a car whose driver never used indicators or signalled when changing direction?"

1.8 Speed (1)

Objective

The learner driver must know and understand the necessity of driving at an appropriate speed at all times and of always complying with speed limits.

Guidance

Topic	The learner driver should:
Regulating the speed of the vehicle	<ul style="list-style-type: none"> Know why, when, where and how to assess and adjust the speed of the vehicle in different situations; and Know the potential consequences of driving too fast, and (in some circumstances) of driving too slow.
Speed limits	<ul style="list-style-type: none"> Know the speed limits and understand the legal responsibility to comply with them; and Be aware of the potential consequences of not complying with speed limits.
Vehicle dynamics and stopping distances	<ul style="list-style-type: none"> Know the stopping distance of vehicles at different speeds and how weight may affect stopping distance.
Adverse weather conditions	<ul style="list-style-type: none"> Know the stopping distances of vehicles at different speeds in different weather conditions, and know why it is important to adjust speed to suit the prevailing conditions; and Be aware of the potential consequences of driving at an inappropriate speed for the prevailing weather conditions.
Inappropriate speed	<ul style="list-style-type: none"> Understand the potential consequences of driving at an excessive speed for the prevailing road, traffic and weather conditions.

Sample questions to check knowledge, understanding and skills



“What are the possible consequences of driving at an excessive speed?”

“What is the maximum speed limit on a motorway?”

“How does speed affect the stopping distance of your car?”

Sample questions to prompt self-reflection



“What are the possible consequences if you drive at an inappropriate speed?”

1.9 The environmental impact of driving

Objective

The learner driver must know about and understand the environmental impact of driving and how that might be mitigated by the way drivers use their vehicles and the vehicle controls.

Guidance

Topic	The learner driver should:
Environmental impact of primary controls	<ul style="list-style-type: none"> Be aware that improper use of primary controls (such as excessive use of accelerator, brakes, etc.), can affect fuel consumption and emissions.
Environmental impact of vehicles	<ul style="list-style-type: none"> Understand how vehicle size, engine size, vehicle design, fuel type and the way a vehicle is driven impact on the environment; and Consider whether or not a journey is necessary before setting out.

Sample questions to check knowledge, understanding and skills



“How would improper use of the gears bring about a negative impact on the environment?”

“Do some types of fuel have a lower impact on the environment?”

Sample questions to prompt self-reflection



“What do you think are the benefits of driving in an eco-efficient manner?”

1.10 Preparing for a journey (1)

Objective

The learner driver must know how to prepare for a journey. This includes understanding route planning, the importance of being fit to drive, the potential risks of carrying passengers, and how to load a vehicle appropriately.

Guidance

Topic	The learner driver should:
Planning a journey	<ul style="list-style-type: none">• Know how to plan a route, including where to get relevant information – for example radio broadcasts, weather forecasts, announcements, maps, navigation systems, and so on;• Take into account weather, road works, events, diversions and other factors that might make the journey take more time; and• Know how to plan for breaks and refuelling stops on a journey.
Fitness to drive	<ul style="list-style-type: none">• Be aware of the importance of personal fitness to drive, and how alcohol, medication, drugs, fatigue, stress and other factors can affect a driver's ability to drive safely; and• Be aware that other road users may be affected by these factors.
Fitness of passengers	<ul style="list-style-type: none">• Understand the potential risks involved in carrying passengers – for example, those who might distract the driver.
Appropriate loading of the vehicle	<ul style="list-style-type: none">• Understand the importance of not overloading the vehicle and how poor weight distribution of the load, passengers or animals can affect the safety and dynamics of a vehicle; and• Know the legal implications for drivers of overloading the vehicle or carrying more passengers than the vehicle is designed for.

Sample questions to check knowledge, understanding and skills



“What are the potential consequences of not planning a journey?”

“If carrying a dog in the vehicle, what safety precautions should be taken?”

“What should you do if you feel tired while driving?”

Sample questions to prompt self-reflection



“How would you decide if you were unfit or too tired to drive?”

1.11 The environment and vehicle choice

Objective

The learner driver must demonstrate an understanding of the impact of different types of vehicle on the environment, and be able to determine the most eco-friendly modes of transport for journeys.

Guidance

Topic	The learner driver should:
Harmful emissions	<ul style="list-style-type: none">Be aware of the harmful effects of vehicle emissions on the environment; andKnow how vehicle size, engine size, vehicle design, fuel type, poor servicing and improper use of primary controls affect fuel consumption and emissions into the environment.
Eco-friendly vehicles	<ul style="list-style-type: none">Understand how electric vehicles and smaller vehicles have a lesser impact on the environment and use less natural resources; andKnow how to identify and access sources of information regarding eco-friendly vehicles.

Sample questions to check knowledge, understanding and skills



“What are the benefits of driving a low fuel consumption car?”

“What is an eco-friendly vehicle?”

Sample questions to prompt self-reflection



“Why is it valuable to be aware of the environmental benefits of driving a smaller car?”

Module 2:

Basic control of the vehicle

Driving in low-risk traffic situations

This module requires learner drivers to acquire and demonstrate competence in the basic skills of driving. They must be able to operate and control the vehicle safely and without being distracted by the vehicle's controls and systems.

Module 2: Units

This module includes the following units:

- 2.1 Practical vehicle safety and maintenance
- 2.2 Regular technical checks
- 2.3 Primary controls (2)
- 2.4 Secondary controls
- 2.5 In-car technology and systems (2)
- 2.6 Correct positioning on the road
- 2.7 Communications, signs and signals (2)
- 2.8 Speed (2)
- 2.9 Driving in an eco-efficient manner
- 2.10 Preparing for a journey (2)

2.1 Practical vehicle safety and maintenance

Objective

The learner driver must have a knowledge and understanding of vehicle safety and maintenance, and should know how to enter and leave the vehicle safely, operate all key safety features, and be able to carry out routine safety checks.

Guidance

Topic	The learner driver should:
Vehicle checks	<ul style="list-style-type: none"> ○ Be able to perform the necessary daily, weekly and periodic safety checks both inside and outside the vehicle at the appropriate times; and ○ Know where to find further information on safety checks – for example, in the vehicle’s user manual.
Roadworthiness	<ul style="list-style-type: none"> ○ Know how to ensure that the vehicle is safe to drive; and ○ Be aware of the potential consequences of driving a vehicle in an un-roadworthy condition.
Maintenance requirements	<ul style="list-style-type: none"> ○ Know what is required to ensure that the vehicle is maintained and serviced at the required times; ○ Know when, where and how to book a service; and ○ Know the importance of scheduling services at correct intervals to ensure that the vehicle meets all safety and legal requirements.
Entering, starting, stopping and leaving the vehicle	<ul style="list-style-type: none"> ○ Know the correct procedures and be able to enter, start, stop and leave the vehicle safely, ensuring that it is safe and secure; and ○ Take into account their own safety and the safety of others.
Instruments	<ul style="list-style-type: none"> ○ Be able to locate and interpret the instrument panel, the meters and warning lights; and ○ Know where to find and how to operate the ignition control.
Vehicle breakdown	<ul style="list-style-type: none"> ○ Know the correct procedures to follow to ensure their own safety and that of others in the event of a vehicle breakdown, including: <ul style="list-style-type: none"> • Using hazard warning lights; and • Phoning emergency services.

Topic	The learner driver should:	
Pre-start routine	Seat	<ul style="list-style-type: none"> Be able to make correct adjustments to the seat to ensure a comfortable and safe position when driving.
	Seat belt	<ul style="list-style-type: none"> Understand the function of the seat belt; Be able to fasten the seat belt and make any necessary adjustments to it; and Be aware of the necessity for all passengers to wear a seat belt and the possible consequences of not wearing a seat belt.
	Head restraint	<ul style="list-style-type: none"> Understand the function of the head restraint; and Be able to adjust the head restraint so that it is positioned correctly.
	Mirrors	<ul style="list-style-type: none"> Be able to correctly adjust the mirrors, both interior and exterior; Know how to ensure that the mirrors are clean and serviceable; Be aware of the possible consequences of having incorrectly adjusted mirrors; and Be aware of how to adjust the interior mirror in the event of being dazzled from the rear.
	Doors	<ul style="list-style-type: none"> Be able to ensure that all the doors are secured correctly.
	Handbrake (parking brake)	<ul style="list-style-type: none"> Be able to ensure that the handbrake or parking brake is applied correctly before starting the vehicle.
	Gears	<ul style="list-style-type: none"> Be able to ensure that the vehicle is not in gear before starting the vehicle.
	Steering wheel	<ul style="list-style-type: none"> Be able to ensure that the steering wheel is correctly adjusted before starting the vehicle.
	Fuel	<ul style="list-style-type: none"> Be able to ensure that there is sufficient fuel for the journey.

Sample questions to check knowledge, understanding and skills



- "What safety checks should be carried out before starting a journey?"*
 - "Can you show me how you would perform a check on the windscreen washer fluid?"*
 - "What should you do in the event of a vehicle breakdown?"*
 - "Can you show me how you would carry out the 'pre-start check routine' before starting on a journey?"*
-

Sample questions to promote self-assessment



- "Do you think you carried out your pre-start routine correctly?"*
-

Sample questions to prompt self-reflection



- "Why do you think you might have problems if you set out on a journey without checking the vehicle for fuel?"*
-

2.2 Regular technical checks

Objective

The learner driver must have the knowledge, understanding and skills to be able to perform regular technical checks inside and outside the vehicle.

Guidance

Topic	The learner driver should:
Check on engine fluids	<ul style="list-style-type: none"> Be able to check all engine fluid levels – for example, engine oil, fuel, brake fluid, coolant, and so on; and Be aware of the potential consequences of incorrect or inadequate levels.
Lights and reflectors	<ul style="list-style-type: none"> Understand the importance of keeping lights and reflectors clean and in good working order; Be able to check the correct functioning of the lights, and be aware of the potential consequences of faulty or non-functioning lights; and Know the importance of replacing light bulbs as necessary.
Tyres	<ul style="list-style-type: none"> Understand the importance of correct air pressure, tread depth and know the legal requirements in relation to tyres; Be able to check the air pressure in the tyres; Be able to check the tread depth of the tyres; and Be able to check that tyres meet all legal requirements.
Vehicle manual	<ul style="list-style-type: none"> Know how to locate, read, interpret and find relevant information in the vehicle user manual.

Sample questions to check knowledge, understanding and skills



- “Where do you check the brake fluid level and why is it important to do so?”*
- “Can you show me how you would perform a check on the engine oil level?”*
- “Is it important to read the ‘Vehicle Manual’?”*

Sample questions to promote self-assessment



- “What did you find out when you checked the engine oil before this lesson?”*

Sample questions to prompt self-reflection



- “What makes you think about checking whether there is adequate engine oil in the vehicle?”*

2.3 Primary controls (2)

Objective

The learner driver must have the knowledge, skills and understanding to operate the primary controls effectively, accurately and without prompting.

The learner driver must also be able to use the primary controls in a timely fashion when it is appropriate, and in such a way that use of the controls does not in itself present a distraction.

Range

The learner driver must be able to use the primary controls in the **range of driving contexts and road environments** listed on page 18.

Guidance

Topic	The learner driver should:
Foot brake	<ul style="list-style-type: none">Be able to operate the foot brake appropriately with correct pressure.
Handbrake or parking brake	<ul style="list-style-type: none">Be able to operate the handbrake or parking brake appropriately (especially on inclines, declines and when stopped for a longer duration).
Accelerator	<ul style="list-style-type: none">Be able to operate the accelerator appropriately to control the vehicle's progress and engine speed.
Clutch	<ul style="list-style-type: none">Be able to operate the clutch appropriately to ensure smoothness when moving off, stopping and changing gear.
Gears	<ul style="list-style-type: none">Be able to operate the gears appropriately with proper selection for vehicle and engine speed and with consideration for environmental impact.
Indicators	<ul style="list-style-type: none">Be able to operate the indicators appropriately to give timely communication to show an intention to change direction.
Steering wheel	<ul style="list-style-type: none">Be able to steer appropriately and smoothly when changing direction; andBe able to steer quickly when necessary to take evasive action.

Sample questions to check knowledge, understanding and skills



“Can you show me how you would move off and change gear?”

“Can you show me how you would indicate when taking the first exit from a roundabout?”

“What is the function of the clutch?”

Sample questions to promote self-assessment



“Do you think you apply the correct pressure to the brakes when you use them?”

Sample questions to prompt self-reflection



“The car behind just sounded their horn at you. How might you have used your mirrors better to avoid that?”

2.4 Secondary controls

Objective

The learner driver must have the knowledge, understanding and skills to operate the secondary controls effectively, accurately and in a timely fashion when it is appropriate to do so.

Range

The learner driver must be able to demonstrate effective, accurate and timely use of the secondary controls in the **range of driving contexts and road environments** listed on page 18.

Guidance

Topic	The learner driver should:
Windscreen wipers and washers	<ul style="list-style-type: none">Understand the importance of using the windscreen wipers and washer controls and the potential consequences of not using them appropriately; andBe able to operate the windscreen wiper and washer controls while driving.
Lights	<ul style="list-style-type: none">Understand the importance of using the lights correctly, and the potential consequences of not using them appropriately; andBe able to operate the vehicle lights while driving.
Horn	<ul style="list-style-type: none">Know the location of the horn and how to check that it is working correctly;Be able to operate the horn while driving; andKnow the circumstances in which it is appropriate to use the horn.
Front and rear demisters	<ul style="list-style-type: none">Know the location of the front and rear demister controls;Be aware of when, where and how to use the demisters at the appropriate times and the potential consequences of not using them appropriately; andBe able to operate the front and rear demisters when driving.
Climate control (if available)	<ul style="list-style-type: none">Be able to operate the climate control when driving; andBe aware of the potential consequences of not using the climate control.
Windows, doors and door locks	<ul style="list-style-type: none">Know how to operate windows, doors and door locks;Demonstrate how to use them and know the potential consequences of not using them appropriately.

Sample questions to check knowledge, understanding and skills



"Can you please show me the windscreen wiper controls and how to operate them."

"If the windscreen is misted up on the inside, how would you clear it using the controls?"

"When is it illegal to sound the horn?"

Sample questions to promote self-assessment



"During our last drive it began to rain very heavily. Do you think that you used the windscreen wipers correctly?"

Sample questions to prompt self-reflection



"The biggest danger to any driver is being unable to see properly, so how heavy would the rain have to be before you would use a faster speed on your windscreen wipers?"

2.5 In-car technology and systems (2)

Objective

The learner driver must be able to demonstrate the ability to use in-car technology and systems (where present).

Guidance

Topic	The learner driver should:
in-car technology and systems	<ul style="list-style-type: none">• Be aware of the various technology systems available;• Be able to demonstrate how to operate in-car technology and systems – for example, Advanced Driver Assistance Systems (ADAS), airbags, satellite navigation, reversing audio and video, the entertainment system, and so on; and• Be able to interpret any warning lights relating to in-car technology.

Sample questions to check knowledge, understanding and skills



“Can you please show me how you would control the entertainment system without being distracted from the road?”

“Why are airbags fitted to cars?”

“Can you explain the function of a satellite navigation system?”

Sample questions to prompt self-reflection



“During the last lesson, while you were driving, why did you decide not to answer the hands-free mobile phone?”

2.6 Correct positioning on the road

Objective

The learner driver must have the knowledge, understanding and skills to maintain a correct and safe position on the road, and to maintain a safe braking distance.

Range

The learner driver must be able to maintain safe and correct positioning on the road in the **range of driving contexts and road environments** listed on page 18.

Guidance

Topic	The learner driver should:
Positioning on the straight, in traffic lanes, and on bends	<ul style="list-style-type: none"> Be aware of and be able to demonstrate correct positioning of the vehicle on the straight, in traffic lanes and on bends; and Be aware of the potential consequences of incorrect positioning.
Positioning for turning left and right	<ul style="list-style-type: none"> Be aware of and be able to demonstrate correct positioning of the vehicle when approaching, travelling around and leaving junctions (major to minor and minor to major); and Be aware of the potential consequences of incorrect positioning.
Negotiating roundabouts	<ul style="list-style-type: none"> Be aware of and be able to demonstrate correct positioning of the vehicle when entering, travelling around and leaving roundabouts; and Be aware of the potential consequences of incorrect positioning when negotiating roundabouts.
Approaching and emerging from junctions	<ul style="list-style-type: none"> Be aware of and be able to demonstrate correct positioning of the vehicle when approaching and emerging from junctions; Be aware of the potential consequences of incorrect positioning at junctions.
Entering and exiting road or rail crossings	<ul style="list-style-type: none"> Be aware of and be able to demonstrate correct positioning of the vehicle when approaching, entering and exiting road or rail crossings; and Be aware of the potential consequences of incorrect positioning or of stopping in an incorrect position at road or rail crossings.

continued

2.6 Correct positioning on the road, *continued*

Topic	The learner driver should:
Positioning on dual carriageways	<ul style="list-style-type: none"> ○ Be aware of and be able to demonstrate the correct positioning of the vehicle when joining, driving on or leaving dual carriageways; and ○ Be aware of the potential consequences of incorrect positioning.
Positioning on motorways	<ul style="list-style-type: none"> ○ Know and understand the correct positioning of the vehicle when joining, driving on or leaving motorways; and ○ Be aware of the potential consequences of incorrect positioning on motorways. <p>Note: <i>Learner drivers must not drive on motorways, but they must have a knowledge and understanding of them.</i></p>
Reversing or performing turnabouts	<ul style="list-style-type: none"> ○ Be aware of the correct practice and be able to demonstrate correct positioning of the vehicle when reversing or performing a turnabout; and ○ Be aware of the potential consequences of incorrect positioning when reversing or performing a turnabout.
Parking, stopping in confined spaces and stopping in traffic	<ul style="list-style-type: none"> ○ Be able to demonstrate safe, correct and legal positioning of the vehicle when parking, stopping in confined spaces and stopping in traffic; and ○ Be aware of the potential consequences of incorrect positioning when parking, stopping in confined spaces and stopping in traffic.

Sample questions to check knowledge, understanding and skills



"Can you please demonstrate how you would take the first exit at a roundabout?"

"On a three-lane motorway, what is the purpose of the lane nearest to the central median?"

"Can you please demonstrate the correct position when reversing around a corner?"

Sample questions to promote self-assessment



"Do you think that the reverse manoeuvre you carried out was done in a competent manner?"

Sample questions to prompt self-reflection



"How would you react to someone driving very close behind you on a dual carriageway?"

2.7 Communications, signs and signals (2)

Objective

The learner driver must have the knowledge, understanding and skills to use signals correctly and must be able to respond appropriately to traffic signs, signals and other types of communication.

Range

The learner driver must be able to demonstrate correct use of signals and appropriate response to traffic signs, signals and other types of communication in the **range of driving contexts and road environments** listed on page 18.

Guidance

Topic	The learner driver should:
Road signage	<ul style="list-style-type: none"> Know and understand road signage; Be able to identify and comply with road signs; and Be aware of the rules applying to road signs and the potential consequences of non-compliance.
Gardaí, school wardens, customs officials, persons in charge of animals	<ul style="list-style-type: none"> Know and understand signals and directions given by gardaí, customs officials, school wardens, and persons in charge of animals; Be able to comply with such signals and directions; and Be aware of the potential consequences of non-compliance.
Indicators	<ul style="list-style-type: none"> Know when, where and how to use indicators to give effective advance communication to other road users; and Be able to interpret the indicator signals given by other vehicles.
Hand signals	<ul style="list-style-type: none"> Understand the benefit of hand signals to other road users; Know when, where and how to use hand signals; and Be able to interpret and act on the hand signals given by other persons.
Headlights	<ul style="list-style-type: none"> Know when, where and how to use headlights correctly and the legal requirements relating to the use of dipped headlights; Know how to interpret the use of lights by other vehicles; and Be aware of the potential consequences of the misuse of headlights.

Hazard warning lights	<ul style="list-style-type: none">• Know when, where and how to use hazard warning lights; and• Know how to interpret the use of hazard warning lights by other vehicles.
Horn	<ul style="list-style-type: none">• Know when, where and how to use the horn;• Know how to interpret the use of the horn by other vehicles; and• Be aware of the potential consequences of misuse of the horn.
Emergency vehicle lighting and sirens	<ul style="list-style-type: none">• Know how to interpret emergency vehicle lighting and sirens and how to act appropriately.

Sample questions to check knowledge, understanding and skills



"How would you indicate to traffic that you were taking the third exit from a roundabout?"

"Can you please demonstrate how you would use a hand signal to inform following traffic that you intend to turn left?"

"On what occasions must you use your dipped headlights?"

Sample questions to check knowledge, understanding and skills



"Do you think you acted in the right way when you met the ambulance on the road?"

Sample questions to prompt self-reflection



"What were your reasons for slowing down when meeting oncoming traffic with their headlights on?"

2.8 Speed (2)

Objective

The learner driver must have the knowledge, understanding and skills to drive at a speed that is appropriate for the prevailing conditions. In doing so, the learner driver must take into account the safety of all occupants of the vehicle and that of all other road users, particularly vulnerable road users.

Range

The learner driver must be able to demonstrate the ability to drive at appropriate speeds in the **range of driving contexts and road environments** listed on page 18.

Guidance

Topic	The learner driver should:
Regulating the speed of the vehicle	<ul style="list-style-type: none">○ Know and understand the need to assess and adjust the speed of the vehicle to suit the prevailing conditions;○ Be able to assess and adjust the speed of the vehicle to suit the prevailing conditions, in different situations and without undue hesitancy; and○ Be able to interpret the speed of other vehicles and react appropriately.
Speed limits	<ul style="list-style-type: none">○ Know and understand why speed limits are necessary and be aware of the legal responsibility to comply with them;○ Be able to adjust the speed of the vehicle to comply with speed limits; and○ Be aware that speed limits are an upper limit only and not a target speed.
Vehicle dynamics and stopping distances	<ul style="list-style-type: none">○ Be aware of stopping distances and of how the load in the vehicle or the weight of the vehicle may significantly affect stopping distance; and○ Be able to stop the vehicle at different speeds.
Adverse weather conditions	<ul style="list-style-type: none">○ Know and understand the stopping distances for vehicles in adverse weather conditions, at different speeds, and in different road conditions; and○ Be able to adjust speed of the vehicle to suit prevailing conditions.

Appropriate and
inappropriate speed

- Be able to demonstrate the ability to drive at an appropriate speed at all times;
- Know and understand the potential consequences of driving too fast for the prevailing road and traffic conditions; and
- Understand how speed affects stopping distances.

Sample questions to check knowledge, understanding and skills



"What are the potential consequences of driving too fast in a built up area?"

"Can you please demonstrate driving at an appropriate speed through this housing estate?"

"How would an excessive load affect the stopping distance of the vehicle?"

Sample questions to promote self-assessment



"Do you think you maintained a good speed while driving on that section of dual carriageway?"

Sample questions to prompt self-reflection



"Why did you have to brake hard before you turned left at the junction and what could have been the consequences?"

"Why did you speed up when overtaken by that car on the main road?"

2.9 Driving in an eco-efficient manner

Objective

The learner driver must have a knowledge and understanding of the environmental impact of driving, and must be able to demonstrate the ability to drive in an eco-efficient manner.

Range

The learner driver must be able to demonstrate the ability to drive in an eco-efficient manner in the **range of driving contexts and road environments** listed on page 18.

Guidance

Topic	The learner driver should:
Using primary controls in an environmentally friendly manner	<ul style="list-style-type: none">• Know about and understand the environmental impact of driving; and• Be able to demonstrate the ability to use the primary controls of the vehicle in a manner that is consistent with minimal environmental impact.
Planning trips in an eco-efficient manner	<ul style="list-style-type: none">• Be able to plan a trip in the most eco-efficient manner;• Be able to take different traffic conditions into account when planning a trip; and• Be able to make good judgements on the necessity or otherwise of undertaking a journey.
Maintaining constant speed when possible	<ul style="list-style-type: none">• Understand the benefits of maintaining (where possible) a constant safe speed and avoiding unnecessary harsh braking or acceleration;• Be able to demonstrate the ability (where possible) to maintain a constant safe speed and to avoid unnecessary harsh braking or acceleration.
Using gears and engine in an eco-friendly manner	<ul style="list-style-type: none">• Understand how to use the gears and engine braking in ways that use fuel more economically;• Be able to demonstrate the use of the gears and engine braking in ways that use fuel economically.

Sample questions to check knowledge, understanding and skills



“How would you use the gears to reduce the impact of your driving on the environment?”

“What are the advantages of maintaining a constant speed when travelling on a journey?”

“What should you take into consideration (when planning a trip) to use your vehicle in a more eco-friendly manner?”

Sample questions to promote self-assessment



“During our last lesson, how often do you think you selected the correct gear?”

Sample questions to prompt self-reflection



“What were your reasons for continuing to drive in third gear on that long straight stretch of road and what might be the environmental consequences of always driving like that?”

2.10 Preparing for a journey (2)

Objective

The learner driver must be able to demonstrate the practical knowledge, understanding and skills required to plan a journey.

Guidance

Topic	The learner driver should:
Planning a journey	<ul style="list-style-type: none"> Be able to plan a route, taking into account weather, road works, events, diversions and road signage, and so on; and Be able to demonstrate how to read a map or operate a satellite navigation system.
Fitness to drive	<ul style="list-style-type: none"> Always be in a fit state to drive and be aware of the causes and symptoms of being unfit to drive; and Recognise and be aware of the potential effects on drivers of alcohol, medication, drugs, fatigue, diet, lack of physical fitness, emotions, lifestyle, stress, and so on.
Fitness of passengers	<ul style="list-style-type: none"> Be aware of the possible consequences of carrying passengers with the potential to cause mild or severe distraction; and Be able to deal responsibly with situations that may arise.
Correct loading of the vehicle	<ul style="list-style-type: none"> Be able to recognise the change in dynamics of a loaded vehicle; and Be able to load a vehicle safely, securely and legally.

Sample questions to check knowledge, understanding and skills



"Can you show me how you would plan a journey from here to Portlaoise?"

"How would tiredness affect you as a driver?"

"How would you deal with passengers who are involved in noisy conversation and causing you distraction?"

Sample questions to prompt self-reflection



"How often would you expect to need to stop on a journey of 264 kilometres from Sligo to Cork?"

Module 3:

The fundamentals of road sharing

Responsible driving

This module requires learner drivers to develop the ability to share the road safely and responsibly with all other road users. To do this, they must be able to demonstrate that they have the ability to anticipate and react to different situations and to be able to drive safely through traffic.

Module 3: Units

This module includes the following units:

- 3.1 Sharing the road
- 3.2 Observations and mirrors (2)
- 3.3 Changing direction (1)
- 3.4 Anticipation and reactions (1)
- 3.5 Driving safely through traffic (1)

3.1 Sharing the road

Objective

The learner driver must have the knowledge, understanding and skills to be able to share the road safely, to drive without undue hesitancy, to give priority where necessary, and to show due care for themselves and other road users.

Range

The learner driver must be able to demonstrate the ability to share the road safely in the **range of driving contexts and road environments** listed on page 18.

Guidance

Topic	The learner driver should:
Passing stationary vehicles	<ul style="list-style-type: none">Know and understand when and where it is safe to pass stationary vehicles;Be able to pass stationary vehicles safely, being aware of any potential dangers; andBe able, when passing stationary vehicles, to anticipate the actions of approaching traffic, .
Passing cyclists and other road users	<ul style="list-style-type: none">Know and understand when and where it is safe to pass cyclists and other road users; andBe able to pass cyclists and other road users safely, being aware of any potential dangers and taking into account the prevailing weather and traffic conditions.
Crossing and joining roads	<ul style="list-style-type: none">Know and understand when and where it is safe to cross and join roads;Be able to cross and join roads safely, being aware of any potential dangers at controlled and uncontrolled junctions.
Overtaking and being overtaken	<ul style="list-style-type: none">Know when and where it is safe for one vehicle to overtake another;Be able to overtake another vehicle safely, being aware of the potential dangers of doing so; andBe aware of the potential dangers that may arise when being overtaken by another vehicle.

Sample questions to check knowledge, understanding and skills



"What precautions should you take when overtaking a cyclist?"

"When joining a road of equal importance at an uncontrolled junction, who should you yield to?"

"Can you show me how you would overtake stationary vehicles safely?"

Sample questions to promote self-assessment



"Do you think you left adequate space between you and the stationary vehicles when overtaking?"

Sample questions to prompt self-reflection



"When you were driving down the narrow street and you were forced to almost stop, how do you think the other drivers reacted to your driving and how did the other drivers' behaviour affect you?"

3.2 Observations and mirrors (2)

Objective

The learner driver must be able to demonstrate knowledge and understanding of correct and appropriate use of the mirrors and of active quality observations.

The learner driver must also be aware of the dangers and risks that come with a lack of observation and ineffective use of mirrors.

Range

The learner driver must be able to demonstrate active quality observations and effective use of mirrors in the **range of driving contexts and road environments** listed on page 18.

Guidance

Topic	The learner driver should:
Mirrors	<ul style="list-style-type: none">Know and understand when, where and why to use the mirrors;Be able to demonstrate use of the mirrors in a safe and effective way without prompting, and following the MSMM (Mirrors, Signal, Mirrors, Manoeuvre) routine; andBe aware of potential hazards and dangers to the sides and rear of the vehicle while maintaining effective forward observation.
Safety glances and observations	<ul style="list-style-type: none">Know and understand when, where and why to take safety glances and observations; andBe able to take safety glances and observations in an effective and safe way without prompting, ensuring that it is safe before moving off, changing position or changing direction.
Scanning	<ul style="list-style-type: none">Know and understand when, where, why and how to scan effectively for potential hazards or dangers, and to act appropriately to the surroundings on a continual basis without prompting.
Blind spots	<ul style="list-style-type: none">Know and understand when, where, why and how to effectively identify and compensate for blind spots in all directions around the vehicle – for example, those caused by the window pillars.

Sample questions to check knowledge, understanding and skills



“Why is it necessary to be aware of traffic following behind?”

“How should you check your blind spot when moving away from the kerb?”

“How would you take effective observations while driving through this housing estate?”

Sample questions to promote self-assessment



“When you changed lanes just now, what did you see when you looked in your mirrors?”

Sample questions to prompt self-reflection



“What else were you thinking about when you were changing lanes?”

“What are the factors that lead you to use your mirrors while driving?”

3.3 Changing direction (1)

Objective

The learner driver must have the knowledge, understanding and skills to be able to read the road ahead and change direction or alter course in a safe and timely manner, showing due care for themselves and other road users.

Range

The learner driver must be able to read the road ahead in the **range of driving contexts and road environments** listed on page 18.

Guidance

Topic	The learner driver should:
Altering course safely with due regard to traffic controls	<ul style="list-style-type: none">Know and understand when, where, why and how to alter course effectively and safely at traffic controls; andBe able to demonstrate how to alter course effectively and safely at traffic controls. <p>For example: <i>Follow the correct procedures when turning right to a main road, complying with road signs and road markings.</i></p>
Altering course with due regard for other road users	<ul style="list-style-type: none">Know and understand when, where, why and how to alter course effectively and safely with due regard for other road users; andBe aware (when altering course) of vulnerable road users – for example, pedestrians, cyclists and motorcyclists.
Yielding and progressing where necessary	<ul style="list-style-type: none">Know and understand when and where it is appropriate and safe to yield to other road users; andKnow and understand when and where it is appropriate and safe to progress without impeding other road users who have the right of way.

Sample questions to check knowledge, understanding and skills



“Can you demonstrate the standard routine that should be followed when turning right?”

“When turning left at a yield sign, what should you look out for?”

“Can you please demonstrate how you should turn right at the traffic lights ahead?”

Sample questions to promote self-assessment



“Do you think you indicated at the right time when you approached that right turn?”

Sample questions to prompt self-reflection



“Why did you choose to move off when you did when you turned right at the last set of traffic lights?”

“Did you feel annoyed when the van failed to yield to you at the last roundabout?”

3.4 Anticipation and reactions (1)

Objective

The learner driver must have the knowledge, understanding and skills to be able to identify and interpret imminent and potential hazards, and react appropriately.

Range

The learner driver must be able to demonstrate awareness of imminent or potential hazards, and effective anticipation and reaction to such hazards in the **range of driving contexts and road environments** listed on page 18.

Guidance

Topic	The learner driver should:
Road junctions	<ul style="list-style-type: none">○ Know and understand when, where, why and how to scan for road junctions; and○ Be able to anticipate potential dangers relating to junctions and to react appropriately.
Parked vehicles	<ul style="list-style-type: none">○ Know and understand when, where, why and how to scan for parked vehicles; and○ Be able to anticipate potential dangers relating to parked vehicles and to react appropriately.
Pedestrian and tramway crossings	<ul style="list-style-type: none">○ Know and understand when, where, why and how to scan for pedestrian and tramway crossings; and○ Be able to anticipate potential dangers relating to pedestrian and tramway crossings and to react appropriately.
Cyclists and motorcyclists	<ul style="list-style-type: none">○ Know and understand when, where, why and how to scan for cyclists and motorcyclists; and○ Be able to anticipate potential dangers relating to cyclists and motorcyclists and to react appropriately.
Vulnerable road users	<ul style="list-style-type: none">○ Know and understand when, where, why and how to scan for vulnerable road users; and○ Be able to anticipate potential dangers relating to vulnerable road users and to react appropriately.
Other imminent and potential hazards	<ul style="list-style-type: none">○ Know and understand when, where, why and how to scan for any other imminent or potential hazards; and○ Be able to anticipate potential dangers relating to any other imminent or potential hazards and to react appropriately.

Sample questions to check knowledge, understanding and skills



“How should you identify and deal with road works ahead?”

“How would you anticipate and react to the behaviour of a cyclist ahead?”

“What precautions should you take when approaching busy side roads?”

Sample questions to promote self-assessment



“Do you think you acted appropriately when you saw those children on the road?”

Sample questions to prompt self-reflection



“Why did you slow down so much when passing the school gates?”

3.5 Driving safely through traffic (1)

Objective

The learner driver must have the knowledge, understanding and skills to be able to drive safely through traffic, and be able to recognise, interpret and manage risks – avoiding them where possible, and responding appropriately when they appear.

Range

The learner driver must be able to drive safely through traffic in the **range of driving contexts and road environments** listed on page 18.

Guidance

Topic	The learner driver should:
Acting correctly and decisively in the driving environment	<ul style="list-style-type: none">• Be aware always of the driving context and road environment; and• Be able to scan effectively for any imminent or potential hazards; and• Be able to act correctly and decisively to deal with any potential or actual hazards as they arise.
Recognising and managing the risks associated with the safety of others	<ul style="list-style-type: none">• Be able to scan effectively for any imminent or potential hazards associated with the safety of others – for example, that of pedestrians waiting at a pedestrian crossing; and• Be able to act correctly and decisively to deal with any such potential or actual hazards as they arise.
Driving defensively	<ul style="list-style-type: none">• Be aware of the importance of driving defensively at all times; and• Be able to plan the route ahead and drive at an appropriate speed for the driving context and the road environment – for example, maintaining a safe distance from the vehicle in front.
Cooperating with other road users	<ul style="list-style-type: none">• Be able to demonstrate effective cooperation with other road users without impeding them.

Sample questions to check knowledge, understanding and skills



“Could you demonstrate to me how you would turn right at a normal set of traffic lights, interacting correctly with other road users?”

“Could you please demonstrate how you drive defensively through the town.”

“Can you explain how you would deal with someone crossing the road ahead who is slightly impeding your right of way?”

Sample questions to promote self-assessment



“Did you leave enough space between yourself and the vehicles coming the other way on that street?”

Sample questions to prompt self-reflection



“Why did you not slow down when approaching that pedestrian crossing?”

Module 4: Driving in more challenging situations

Driving in higher risk traffic situations

This module requires learner drivers to have a higher level of understanding of the complexities of driving, and to be able to drive responsibly, competently, calmly and without prompting in more challenging or higher-risk situations. They must be able to interact with other road users, and show a high level of regard for their own safety and that of all other road users.

Module 4: Units

This module includes the following units:

- 4.1 Changing direction (2)
- 4.2 Anticipation and reactions (2)
- 4.3 Driving safely through traffic (2)
- 4.4 Driving calmly
- 4.5 Driving in adverse weather conditions
- 4.6 Night driving
- 4.7 Dealing with collisions and emergencies

4.1 Changing direction (2)

Objective

The learner driver must have the knowledge, understanding and skills to drive independently and consistently, at different speeds and in challenging situations, while showing due care for him or herself and for all other road users.

The learner driver must be able to read the road ahead, and to change direction or course in a safe and timely manner, and to do so on busier roads and junctions, on faster roads and roads with variable speeds, and on roads with complex layouts and complex lane changes.

Range

The learner driver must be able to demonstrate the ability to read the road ahead and change direction safely and in a timely manner in the **range of driving contexts and road environments** listed on page 18.

Guidance

Topic	The learner driver should:
Changing course safely with due regard to traffic controls	<ul style="list-style-type: none">Know and understand when, where and why to change course or direction; andBe able to change course or direction safely, without prompting and while anticipating and reacting correctly to all traffic controls.
Changing course with due regard for other road users	<ul style="list-style-type: none">Know and understand when, where and why to change course or direction; andBe able to change direction safely, without prompting and with due regard for all other road users.
Yielding and progressing where necessary	<ul style="list-style-type: none">Know and understand when, where and why to yield to other road users; and when, where and why to progress;Understand the potential consequences of not yielding to others where it is appropriate; andBe able to yield or progress as necessary consistently and without prompting.

Sample questions to check knowledge, understanding and skills



“How would you change lanes on a busy dual carriageway?”

“How would you drive through the town’s one-way road system?”

Sample questions to promote self-assessment



“How well do you think you coped with the busy junctions you had to negotiate today?”

Sample questions to prompt self-reflection



“What did you notice while approaching that green traffic light that prompted you to slow down so much before you turned left?”

4.2 Anticipation and reactions (2)

Objective

The learner driver must have the knowledge, understanding and skills to anticipate and react to all imminent or potential hazards, to drive independently and consistently, to drive at different speeds, and to drive in a competent and defensive manner in challenging situations.

The learner driver must be able to manage all hazards and risks while driving on busier roads and junctions, on faster roads and roads with variable speeds, and on roads with complex layouts and lane changes.

Range

The learner driver must be able to demonstrate the ability to anticipate and react to all imminent or potential hazards in the **range of driving contexts and road environments** listed on page 18.

Guidance

Topic	The learner driver should:
Road junctions	<ul style="list-style-type: none">Know and understand when, where, why and how to scan for road junctions;Be able to demonstrate consistently and without prompting the ability to anticipate potential dangers relating to road junctions, to take the necessary precautions and to react appropriately.
Parked vehicles	<ul style="list-style-type: none">Know and understand when, where, why and how to scan for parked vehicles; andBe able to demonstrate consistently and without prompting the ability to anticipate potential dangers relating to parked vehicles, to take the necessary precautions and to react appropriately.
Pedestrian and tramway crossings	<ul style="list-style-type: none">Know and understand when, where, why and how to scan for pedestrian and tramway crossings; andBe able to demonstrate consistently and without prompting the ability to anticipate potential dangers relating to pedestrian and tramway crossings, to take the necessary precautions and to react appropriately.

<p>Motorcyclists and cyclists</p>	<ul style="list-style-type: none"> • Know and understand when, where, why and how to scan for cyclists and motorcyclists; and • Be able to demonstrate consistently and without prompting the ability to anticipate potential dangers relating to cyclists and motorcyclists, to take the necessary precautions and to react appropriately.
<p>Vulnerable road users</p>	<ul style="list-style-type: none"> • Know and understand when, where, why and how to scan for vulnerable road users; and • Be able to demonstrate consistently and without prompting the ability to anticipate potential dangers relating to vulnerable road users, to take the necessary precautions and to react appropriately.
<p>Other imminent and potential hazards</p>	<ul style="list-style-type: none"> • Know and understand when, where, why and how to scan for all other imminent or potential hazards; and • Be able to demonstrate consistently and without prompting the ability to anticipate all other imminent or potential hazards, to take the necessary precautions and to react appropriately.

Sample questions to check knowledge, understanding and skills



“How should you drive through this housing estate where there are a lot of parked vehicles?”

“Can you explain how you would identify and negotiate a zebra crossing?”

“How would you approach and negotiate a staggered junction?”

Sample questions to promote self-assessment



“Do you think you slowed down soon enough when you saw that delivery van unloading on the Main Street?”

Sample questions to prompt self-reflection



“Why did you think it necessary to slow down when you came across the horse riders on the road?”

4.3 Driving safely through traffic (2)

Objective

The learner driver must have the knowledge, understanding and skills to drive through traffic safely, independently and consistently, at different speeds, in a competent and defensive manner, and in challenging situations.

The learner driver must be able to drive safely through traffic on busier roads and junctions, on faster roads and roads with variable speeds, and on roads with complex layouts and lane changes.

Range

The learner driver must be able to drive safely through traffic in the **range of driving contexts and road environments** listed on page 18.

Guidance

Topic	The learner driver should:
Acting correctly and decisively while driving	<ul style="list-style-type: none">• Be aware always of the driving context and road environment;• Be able to scan effectively for any imminent or potential hazards; and• Be able, consistently and without prompting, to take actual and potential dangers into account, and to act correctly and decisively while driving.
Recognising and managing the risks associated with the safety of others	<ul style="list-style-type: none">• Be able to scan effectively for any imminent or potential hazards associated with the safety of others – for example, that of pedestrians waiting at a pedestrian crossing; and• Be able, consistently and without prompting, to take actual and potential dangers into account, to recognise and manage the risks associated with the safety of others, and take the necessary and appropriate actions to mitigate those risks.
Driving defensively	<ul style="list-style-type: none">• Be aware of the importance of driving defensively at all times; and• Be able, consistently and without prompting, to drive defensively at all times, while identifying and managing risks and dangers, maintaining reasonable progress, and avoiding undue hesitation.

Cooperating with other road users

- Be able to demonstrate effective cooperation with other road users without impeding them; and
- Be able, consistently and without prompting, to identify hazards and obstacles, and to deal with them effectively, while showing a high level of cooperation with other road users.

Sample questions to check knowledge, understanding and skills



"Could you please drive down the Main Street of the town? I'd like you to observe the situations as they arise and deal with them accordingly."

"When turning left at a yield sign, what should you look out for?"

"Can you please demonstrate how you should turn right at the traffic lights ahead?"

Sample questions to promote self-assessment



"When you realised that the person in the parked car was going to open the door, what should you have done?"

Sample questions to prompt self-reflection



"When you saw the driver of that blue car attempting to turn in the road, why did you not allow her to complete the manoeuvre?"

4.4 Driving calmly

Objective

The learner driver must have the knowledge, understanding and skills to drive calmly; and must exercise the necessary discipline, consistently and without prompting, to control sudden impulses, aggression and any other distracting emotions.

The learner driver must be able to stay calm in potentially stressful situations and while driving on busier roads and junctions, on faster roads and roads with variable speeds, and on roads with complex layouts and lane changes.

Range

The learner driver must be able to drive calmly and with discipline in the **range of driving contexts and road environments** listed on page 18.

Guidance

Topic	The learner driver should:
Reacting appropriately to other road users	<ul style="list-style-type: none">○ Have the knowledge, understanding and skills to interact calmly with other road users at all times; and○ To do so consistently and without prompting, particularly in relation to vulnerable road users.
Managing internal and external distractions	<ul style="list-style-type: none">○ Have the knowledge, understanding and skills to manage any internal or external distractions; and○ Do so consistently and without prompting – for example, when dealing with distractions such as those that might be caused by children in the rear seat or by a passing emergency vehicle.
Dealing with and controlling peer pressure	<ul style="list-style-type: none">○ Have the knowledge, understanding and skills to be able to deal with peer pressure; and○ Do so consistently and without prompting – for example, when dealing with friends or colleagues encouraging unacceptable driving behaviour.
Recovering from the car stalling	<ul style="list-style-type: none">○ Have the knowledge, understanding and skills to recover from the car stalling; and○ Do so consistently and without prompting.

Sample questions to check knowledge, understanding and skills



“How would you turn right safely at a busy junction that incorporates pedestrian walkways and filter lights?”

Sample questions to promote self-assessment



“How well do you think you coped when the car stalled at the traffic lights?”

Sample questions to prompt self-reflection



“Why were you so upset at that other driver for making that mistake at the junction?”

4.5 Driving in adverse weather conditions

Objective

The learner driver must have the knowledge, understanding and skills to adjust driving behaviour and maintain safe control of the vehicle in all weather conditions. The learner driver must be able to drive in bad weather conditions safely, independently and consistently, without prompting, and at different speeds, while taking all necessary precautions.

The learner driver must also be able to make responsible judgements on the suitability of the prevailing conditions for driving.

Range

The learner driver must be able to drive safely in adverse weather conditions in the **range of driving contexts and road environments** listed on page 18.

Guidance

Topic	The learner driver should:
Checking the weather forecast	<ul style="list-style-type: none">• Know and understand the importance of checking the weather forecast; and• Be able to identify and access sources of relevant information relating to weather.
Assessing the risks and implications of driving in adverse weather conditions	<ul style="list-style-type: none">• Know and understand the importance of assessing weather conditions and determining if they are suitable or unsuitable for driving; and• Be able to assess the risks and implications of driving in adverse weather conditions.
Driving in an appropriate manner for the prevailing conditions	<ul style="list-style-type: none">• Know and understand the importance of driving in a manner that is suited to the prevailing conditions; and• Be able to do so, consistently and without prompting – for example, in very heavy rain or in crosswinds.
Recognising the symptoms of poor traction	<ul style="list-style-type: none">• Know and understand the symptoms of the vehicle losing traction; and• Be able to respond appropriately when the vehicle loses traction – for example, due to aquaplaning or icy or other slippery conditions.

Choosing the most appropriate driving response to weather conditions	<ul style="list-style-type: none">○ Know and understand the importance of choosing the most appropriate driving response to weather conditions; and○ Be able, consistently and without prompting to choose the correct actions and responses to take – for example, in snow, ice, fog, and so on.
Being aware of increased stopping distances in extreme conditions	<ul style="list-style-type: none">○ Know and understand how extreme conditions can affect stopping distance; and○ Be able, consistently and without prompting, to judge stopping distances in extreme slippery conditions, such as those caused by snow, ice or wet road surfaces.

Sample questions to check knowledge, understanding and skills



“Can you please explain to me the appropriate precautions you should take when driving in fog?”

“Can you please tell me what the stopping distance at 50 km/h when driving on a wet road?”

“How would you determine if it was safe to drive on an icy road?”

Sample questions to promote self-assessment



“Do you think that the distance you left between yourself and the car in front was adequate for these slippery conditions?”

Sample questions to prompt self-reflection



“Why were you driving so close to that van on the dual carriageway in this wet weather?”

4.6 Night driving

Objective

The learner driver must have the knowledge, understanding and skills to drive at night and in conditions of poor visibility. In doing so, the learner driver must drive independently and consistently, at different speeds and in challenging situations, and must manage the risks associated with night driving and poor lighting conditions.

Range

The learner driver must be able to demonstrate the ability to drive at night and in conditions of poor visibility in the **range of driving contexts and road environments** listed on page 18.

Guidance

Topic	Guidance: the learner driver should:
Driving in the dark and poor lighting conditions	<ul style="list-style-type: none">Know and understand the importance of adapting driving behaviour in the dark and in poor lighting conditions, including at dawn and dusk; andBe able, consistently and without prompting, to adapt driving behaviour in the dark and poor lighting conditions, including at dawn and dusk.
Eyesight	<ul style="list-style-type: none">Know and understand the necessity for drivers to have regular eyesight tests; andBe aware of the symptoms of poor vision and of the possible necessity to wear prescribed corrective lenses.
The symptoms of poor night vision	<ul style="list-style-type: none">Know and understand the symptoms of poor night vision, and be aware of the difficulties or dangers that it can lead to.
The correct use of vehicle lighting and the appropriate response to other vehicle lighting	<ul style="list-style-type: none">Know and understand how to use the correct lighting at the correct and appropriate time and conditions – for example, when to dip lights or when to use rear fog lights; andBe able, consistently and without prompting, to use the correct lighting at the correct and appropriate times and conditions.

Sample questions to check knowledge, understanding and skills



"How should you deal with the dazzle of lights from oncoming vehicles at night?"

"How would extra weight in the rear of your vehicle affect your headlights?"

"When should you dip your headlights?"

Sample questions to promote self-assessment



"How do you think you coped with the dazzle of oncoming traffic during that practice drive?"

Sample questions to prompt self-reflection



"What aspects of driving at night do you find most difficult to cope with?"

4.7 Dealing with collisions and emergencies

Objective

The learner driver must have the knowledge, understanding and skills to take appropriate action in collision and emergency situations.

Guidance

Topic	The learner driver should:
Taking appropriate action	<ul style="list-style-type: none">Know the correct course of action and response to take in emergency situations; andBe aware of how to react promptly and responsibly, and be able to act accordingly.
Contacting the emergency services	<ul style="list-style-type: none">Know the circumstances in which it is necessary or appropriate to contact the emergency services;Know the emergency service telephone numbers.
Obtaining and providing correct information at the scene	<ul style="list-style-type: none">Know and understand the necessity of providing correct and accurate information to the emergency services at the scene of an incident; andBe aware of what information should be obtained or given at the scene of an incident.

Sample questions to check knowledge, understanding and skills



“If you find a person unconscious on the road at the scene of a collision, what actions would you take?”

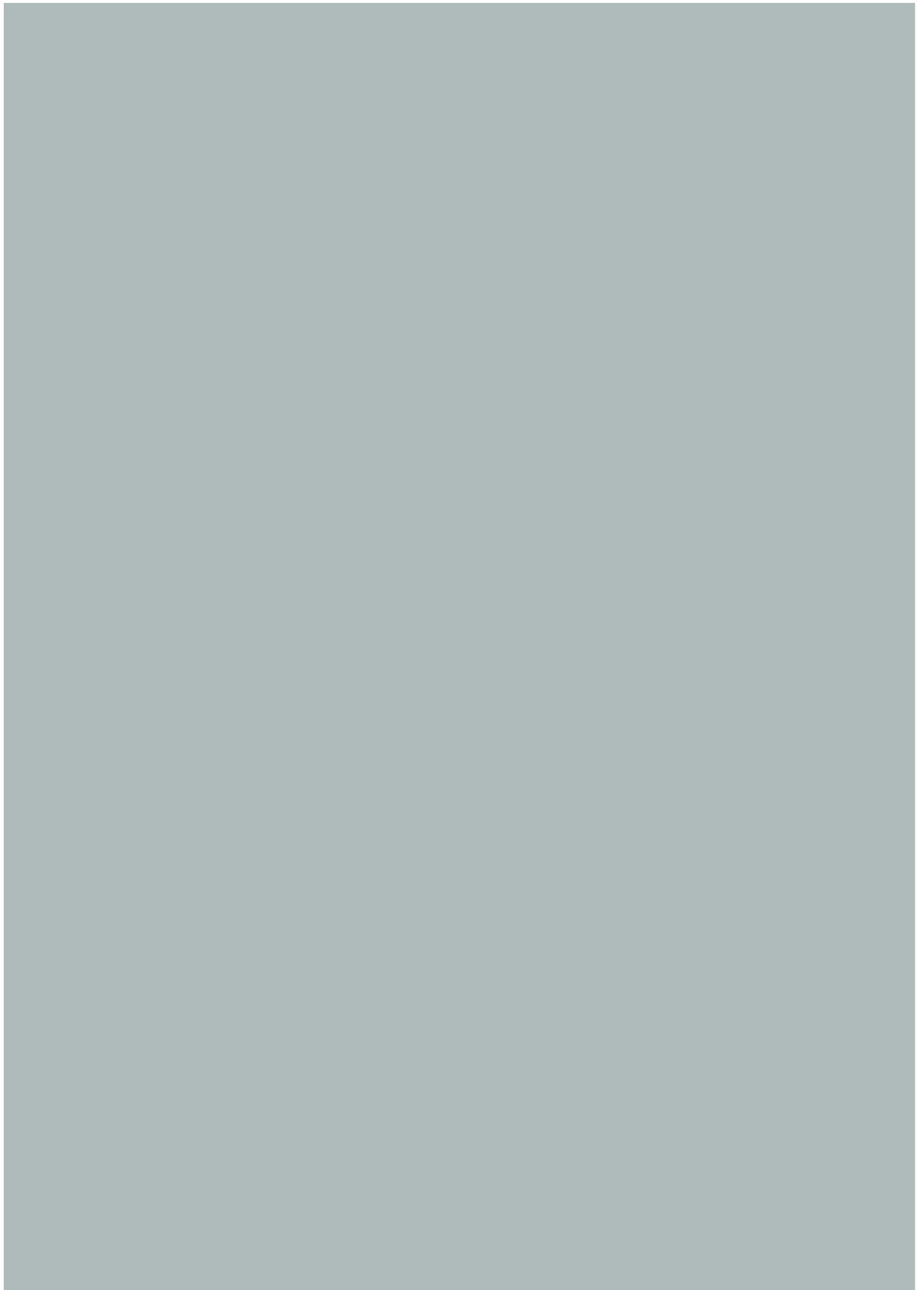
“What is the emergency phone number for the Gardaí, Fire Services and the Ambulance Service?”

“What information should you obtain or provide if you are involved in a collision where there is damage to both vehicles?”

Sample questions to prompt self-reflection



“How would you react if you were first on the scene of a collision where people had been injured?”



Working to save lives

Údarás Um Shábháilteacht Ar Bhóithre-
Road Safety Authority

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