



Nominated Adult Module

The aim of this module is to include a nominated adult in the learning process and to provide a practical session where the nominated driver has access to a qualified driving instructor.

The learning outcomes are for this module are:-

1. Increase the parent's/carer's awareness of the dangers that young newly-qualified drivers may face.
2. Increase the parent's/carer's awareness of how the learner is being taught (Engage)
3. Increase awareness of their own driving standards

Ask the driver to complete the evaluation sheet 1. Mixture of practical driving session and discussion. Ask them to complete evaluation sheet 2. Begin the session with the driver.

1. There are times when we should carry out a review of our driving, for example if we have nearly been involved in a collision. These are called 'trigger events'. Can you think of five events that would trigger you to reflect on your driving? (Possible answers: A near miss, being stopped by the police, being taken by surprise by another road user, when they have reacted well to a situation, when a drive has been uneventful)
2. Ask the driver to use a scoring system for their driving up to a certain point during the session, rating their performance on a scale of 1 to 10. Why did they give themselves that score? Self-reflection skills will help to improve their driving and it is an important skill that learners are taught these days – it helps them to not develop bad habits when driving.
3. Discussion point: 'I in 5 newly qualified drivers' crash in the first 6 months of driving. A common collision involving novice drivers is one that happens late at night, with no other vehicles involved and on a bend. Why is that so common?'

Some potential answers:-

1. Fatigue – Research on the adolescent brain shows that sleep patterns and the internal body clock are affected until we reach our mid 20s. It's common for this age group to be tired as they do not always get quality sleep.
2. Distraction – This affects new drivers for the same reason as fatigue. Distractions could include: The driver's emotions / impulse control, other people in the car, mobile phones, music system, sat nav. Can the driver think of a distraction when they are driving? What can they do about it?
3. Alcohol – Even small amounts of alcohol are very dangerous to new drivers. There is no safe amount to drink. Alcohol affects judgment for speed, distances, and risk, and impacts coordination, reactions and reflexes.
4. Time of day – Peak times for risk are between midnight and 6am when we are likely to feel sleepy. If driving on a long journey, planning for rest breaks is important
5. Road type – New drivers tend to have collisions on quiet roads. Can you support them with journey planning?
6. Having others in the vehicle. Crash rates go up for every peer in the vehicle. With three peers in a vehicle the crash rate is 180% higher than if alone.
7. Mobile phones including hands-free are more distracting than a conversation with a passenger as there's no body language.
8. Ask what ideas they may have to reduce the risks for the young

Key Learning to be summarised by the instructor:-

1. Engage driving instructors talk to learners about the factors which affect their age group. By being aware of these issues, learners are able to develop coping strategies and be better prepared when they pass their test
2. The car they drive needs to be suitable for their experience
3. Give them a copy of the leaflet to take away which summarises the key topics that affect this age group.
4. Get more advice via email at roadsafety@wirral.gov.uk