

# P-PLATE READY INDICATOR

---

KEYS2DRIVE INSTRUCTOR TOOL

---



KEYS 2 DRIVE

*it's in your hands*



## WHEN YOUR LEARNER THINKS THEY'RE READY TO PASS THEIR TEST

When learner drivers pass their driving test, they often don't have the self-management skills and driving habits to drive safely on their own. This is often contrary to what they believe. Passing the test, for which they may have spent a year preparing, may convince them they are ready.

Wouldn't it be useful to have a way to show learner drivers that they may not be ready to drive on their own? Or, if they are ready, to be able to explain the reasons why? Many supervisors are also keen to know if their learner is ready.

This P-plate Ready Indicator shows you a practical method for assessing the mental skills and driving habits required for safe P-plate driving. You can use it as part of a Keys2drive free lesson. You can also build the ideas into normal driving lessons.

Learners become ready to drive on their own by gaining long, wide, and deep experience in P-plate situations while on their L-plates. So the P-plate Ready Indicator looks for the driver qualities that emerge from such experience. It's a simple approach, so it may lack some reliability. But it makes up for this through its validity — it's more like P-plate driving than a normal driving test. Used well, it will enable you to give the learner and supervisor very useful feedback.

## USE THE FOLLOWING FOUR STEPS TO CONDUCT THE EXERCISE

1. Ask the learner to choose a typical P-plate journey
2. Ask the learner to judge how they think they'll go at P-plate ready driving
3. Tell the learner that they have to find their own way using their long, wide and deep experience and to say how they're doing
4. Say that afterwards you'll ask the learner to judge how they went before you give them feedback

There's more detailed information on what to do at each step below. The tool will talk you through the drive and let you record what you see.

## MORE INFORMATION ABOUT THE FOUR STEPS

### 1. Choose a typical P-plate driving journey

Here are some ideas for a short journey:

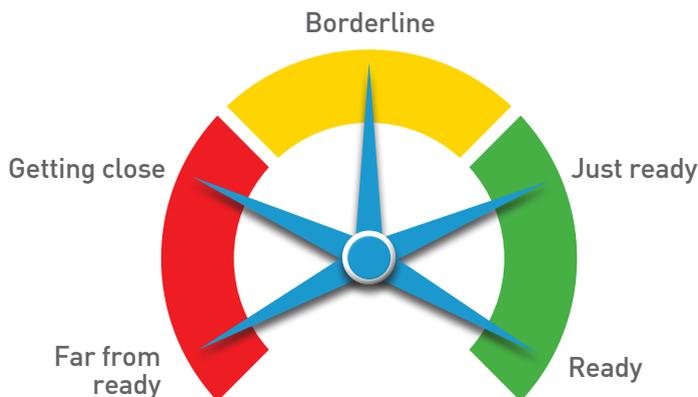
- Go to the cinema and on the way stop at an ATM
- Drive to sports training via a friend's place. On the way, they call your mobile phone
- Go to get takeaway but make another stop on the way
- Go somewhere they've always wanted to go when they first get their licence

Note: The journey you choose should require you to do at least one of the following soon after beginning the trip:

- Change lanes
- Go straight ahead or turn right at a multi-lane roundabout
- Do a zipper or highway merge

## 2. Judge how they'll go

On page six you'll see a place for the learner to record how they think they'll go at showing you the qualities of a driver who's had long, wide, and deep experience. You could invite the supervisor to judge how the learner will go too. Use the scale below.



## 3. They'll have to find their own way using their long, wide and deep learning experience

Before you head off make sure you say something like the following:

*'When we drive you will have to find your own way using ALL of your long, wide and deep training as if you're driving on your own. If you really need help please say so.'*

*'I need to know that you're aware of how well you're driving as you drive. So please tell me if ever you feel particularly worried by a situation and tell me every mistake you think you make. You can mention good points too. If you can talk about your driving as you drive, it's a good sign that you're ready to drive on your own.'*

## 4. Review how they went

After the drive, ask the learner to say how they drove and ask them if they wish to revise their P-plate ready judgement. You then present your judgement and give them feedback.

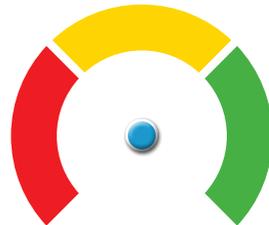
# SOLO DRIVING ASSESSMENT TOOL

## Activity 1: Qualities that emerge from experience

Ask your learner to judge their performance before and after the drive. They can draw their indicators on the scale using different coloured pens to show their predicted levels of experience and their raised levels of experience.

### Long experience

Has good driving habits and complies with all road rules, even when experiencing typical P-plate driving distractions.



### Wide experience

Remains calm and safe when presented with different situations, or those requiring quick decisions.



### Deep experience

Monitors their own driving, notices their mistakes or problems, and can fix them without help from others.



## Activity 2: Long experience

Drive for five to ten minutes towards your planned destination. This part of the drive should require the learner to complete a reasonably complex lane change, or a merging or turning task.

TASK: Ask the learner to also do one or two of these:

- Adjust the sound system
- Dip the mirror for night driving
- Move the sun visor to shade the driver's side window
- Adjust the temperature in the vehicle
- Wash the windscreen with the wipers

Look for signs of long experience.

### Learner uses controls so that:

- Acceleration and braking is smooth
- The path followed is the same as that of an experienced driver
- Combined actions flow

### Learner demonstrates correct habits:

- Checks mirror/s before indicating or braking
- Indicates for the appropriate length of time before action
- Performs head-checks before altering position

### Learner drives safely and legally:

- Complies with the road rules
- Appears cautious whenever there is a possibility of another road user entering their crash avoidance space

## INSTRUCTOR: Make notes and record your judgement

---

---

---

---

---

---



### Activity 3: Wide experience

Create a different situation. Tell the learner there's been a change of plan and head for a different destination.

Consider changing your mind a second time and get back on track.

Ask the learner to enter a street on the right by first making a left turn. Ask them how this can make them safer.

After getting back to the street that was on the right, stop outside the tenth building on the opposite side of the street.

TASK: Ask the learner to describe events in the distance that could affect their safety, and then:

- Judge another vehicle's crash avoidance space
- Judge their own crash avoidance space
- Slow to a certain speed without looking at the speedo

Note: In good conditions the crash avoidance space is equivalent to the distance the vehicle will travel in three seconds.

Look for signs of **wide** experience.

When the situation changes:

- Signs of **long** experience remain
- The learner appears calm, and quickly works out what to do (this could be pulling safely up to the kerb and thinking through the best thing to do)

### INSTRUCTOR: Make notes and record your judgement

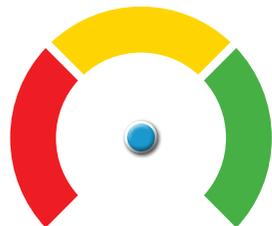
---

---

---

---

---

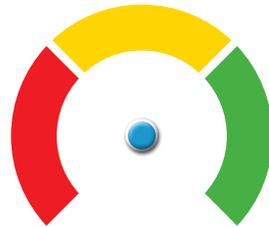


## Activity 4: Deep experience

Towards the end of the drive, question the learner's understanding of special P-plate risks and ways to manage them. See if they mention and explain:

- Passenger/s in car
- Use of smartphones and other devices
- Driving at night, particularly after 10 pm
- Feeling tired while driving
- Situations involving alcohol or drugs

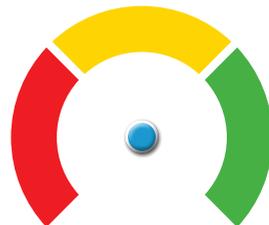
**Can self-assess:** mentioned most of their mistakes during the drive.



**Can self-instruct:** can explain how to fix their own mistakes without help.



**Can self-supervise:** described their thoughts and feelings towards risks and safety with little prompting.









**KEYS 2 DRIVE**

*it's in your hands*

Keys2drive is proudly funded by the  
Commonwealth Government of Australia



## **Australian Government**

Keys2drive is proudly sponsored by the  
Australian Automobile Association and its affiliate member clubs.



Australian  
Automobile  
Association



For the better



Keys2drive  
101 Richmond Road, Mile End SA 5031  
T 1800 696 929 D 08 8202 4390  
[www.keys2drive.com.au](http://www.keys2drive.com.au)  
[admin@keys2drive.com.au](mailto:admin@keys2drive.com.au)