

**Driver Competence in the United Kingdom: Developing a Competency Framework for Drivers of Cars and Light Vans**

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**Submission date: 01 August 2008**

**Word Count: 6,944**

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## **ABSTRACT**

For the first time, the United Kingdom's Driving Standards Agency (DSA) has developed a Competency Framework for Drivers of Cars and Light Vans. The Framework describes what drivers need to know, what they should be able to do and how well they should be able to do it. It has been developed against a background of Government targets for reducing accident and crash rates in the UK and is designed to ensure that all individuals who receive a UK Driving Licence are safe and responsible drivers. Implementing the Framework has wide-ranging implications for driver training, assessment and lifelong skills development. There is also the question of how consistency can be achieved in the way different categories of licence are awarded.

This paper reviews the contents of the Competency Framework and shares lessons learned from its implementation in the licence acquisition process. In particular, it gives insights on how theory and practical testing are being overhauled to place emphasis on assessing safe and responsible driving behaviours and performance rather than on finding fault.

## **THE NEED FOR CHANGE**

In recent years it has been recognised in the UK and worldwide that there is a need to improve and update driver training and assessment practices. A great deal of progress has been made in the last 20 years in reducing fatalities, injuries, collisions and insurance claims. However, this progress has largely been the result of technical advances in infrastructure (1) and vehicle design and important legislative changes. There are still some serious concerns about the number of driving accidents and the driving behaviours related to them. For example, although overall accident rates have been falling, amongst novice drivers, particularly young males, accident rates are rising (2).

As importantly, although accident rates have fallen considerably in comparison to other modes of transport, they are still extremely high for all types of driver, including motorcyclists. There are good reasons why driving accident rates may always be higher than for transport modes such as rail and aviation but the need to reduce these rates substantially has been recognised by the UK Department for Transport in its strategy for road safety (3). It has set a target to:

- Reduce the number of people being killed or seriously injured in Road accidents by 40%.
- Reduce the number of children killed or seriously injured by 50% by 2010 (from the baseline in the mid-1990).
- Reduce the slight casualty rate by 10%
- Tackle the significantly higher incidence in disadvantaged communities.

Although technical advances may contribute to the achievement of these targets, it is likely that significant further progress will only be made if improvements are made in driver competence.

## **DEVELOPING SAFER, MORE RESPONSIBLE DRIVERS**

In May 2008, the UK Government announced proposals to improve existing driver learning and assessment and cultivate a culture of safer, more responsible driving amongst road users (4).

These proposals include:

- A new foundation course, available at schools and colleges, leading to a qualification on safe road use.
- A more focused and thorough learning process before the driving test, focussing not just on vehicle control but also the wider skills needed to be a safe driver.
- A new training syllabus to ensure that:
  - Learners understand what is required of them to become a responsible driver.
  - Enable learners to undertake structured and efficient learning.
  - Provide assessment of when they are ready to sit their driving test .
- An improved driving test which requires the driver to demonstrate independent driving skills and a clear understanding of different situations on the road.
- New opportunities to take extra training post driving test; which may lead to lower insurance premiums and a better chance of securing a career in the driving for work sector.
- A star-rating system for driving instructors so that learners can make an informed choice on who to use.
- A review of driving instructor training and assessment to ensure they provide a quality service that is focussed on safe driving.

## **DESIGN OF THE COMPETENCY FRAMEWORK**

The Driving Standards Agency (DSA), an Executive Agency of the UK Department of Transport, is leading the work on these changes. It has adopted a competency-based approach which focuses on the development of safe and responsible driving performance and behaviour. Competency-based approaches differ in important ways from traditional approaches to driver training and assessment for example:

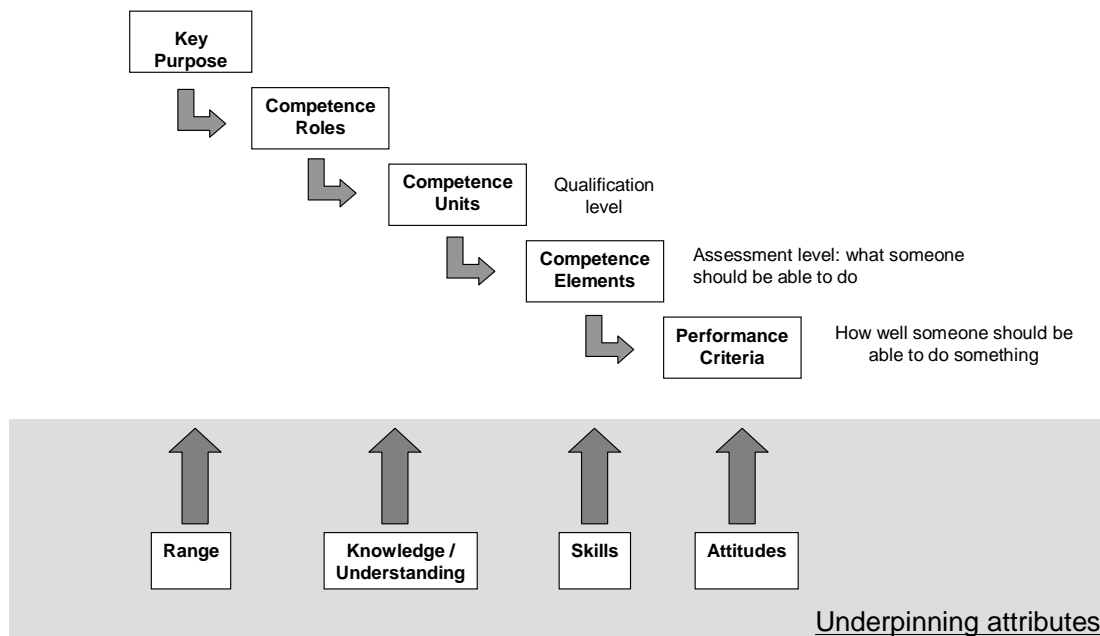
1. They require explicit definition of good, safe and responsible driving whereas, traditionally, driver learning and testing has concentrated on identifying and eradicating bad driving habits.
2. Competency-based assessment seeks consistent demonstration of good driving behaviours rather than driving faults. Of course, driving faults are still noted, recorded and used in assessment decisions.
3. Competency-based driving assessments record evidence of consistent, safe and responsible driving rather than only a checklist of observed driving faults.

In January 2007, the DSA commissioned Competence Assurance Solutions Ltd (CAS) to develop a Competency Framework for drivers of cars and light vans. The use of competence frameworks to underpin training and assessment is a well established approach both in industry and in the education sector in the UK.

The approach taken to the development of the Driver Competency Framework is the same as that used in the design of qualifications recognised within the UK Qualifications & Credits Framework (5) and is, therefore, consistent with the requirements and principles operated by the UK Qualifications Curriculum Authority and the Scottish Qualifications Authority.

Figure 1 shows the basic structure of all competency frameworks underpinning UK National Qualifications.

## Typical Structure of a Competency Framework



**FIGURE 1** Competency framework structure

For drivers of cars and light vans, the key purpose of the Competency Framework is to ensure that all individuals who acquire a driving licence are safe and responsible drivers.

This key purpose has to be achieved in five key driving roles:

- Preparing the car/light van and its occupants for the journey.

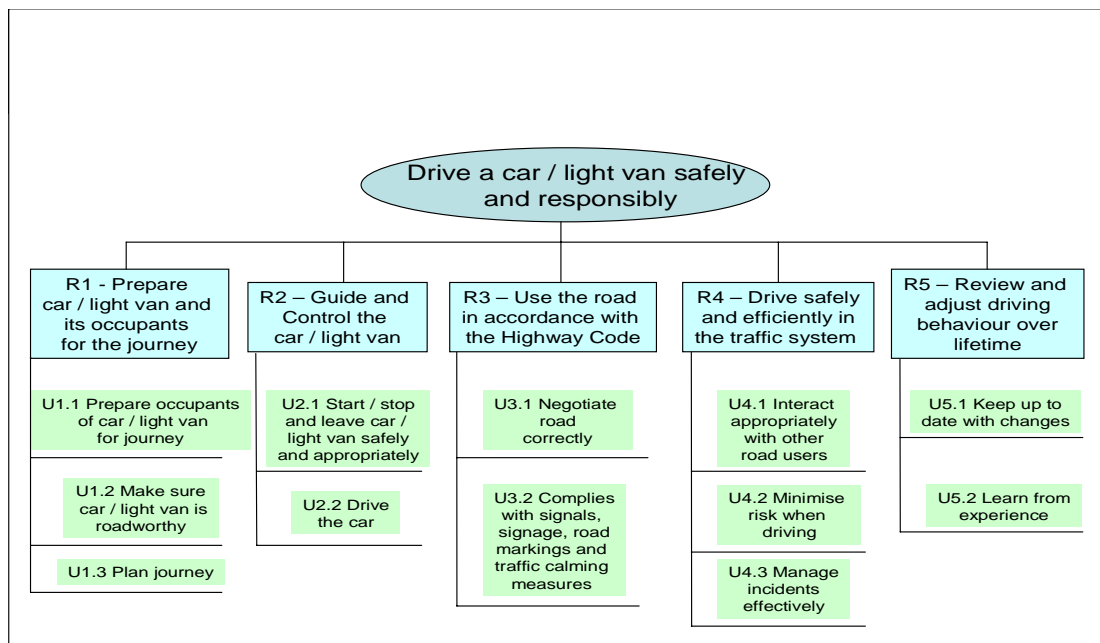
- Guiding and controlling the car/light van.
- Using the road in accordance with the Highway Code.
- Interacting appropriately with other road users.
- Reviewing and adjusting driving behaviour over your lifetime.

Each role is broken down into a small number of competence units, such as “Minimise risk when driving”. There are 16 Units. Each one is subdivided into a small set of competence elements, such as “Identify and respond to hazards” and “Co-operate with other road users”. This is the level at which assessment takes place. There are 37 elements. Associated with each element are a number of performance criteria which set out the standard of driving that a safe and responsible driver is expected to meet.

Underpinning the Framework is a detailed breakdown of the knowledge and understanding, skills and attitudes that are needed to achieve the required standard (e.g. knowledge of effective scanning techniques, understanding why it is important to cancel indicators and why it is important to avoid braking on bends unless it is necessary, etc). In addition, the range of situations in which drivers have to demonstrate their competence is specified. For example, there is a need to demonstrate safe and responsible driving on urban roads, major roads and multi-lane carriageways.

Another key feature of writing such frameworks is that they have to be written in such a way that they are future-proofed. In practice, this means that nothing in the wording of any part of the Framework from the key purpose down to the performance criteria refers to a specific approach or way of doing things or to specific technology or equipment. Specific information of this sort is captured in the underpinning knowledge and understanding. Everything in the Framework from the key purpose to the performance criteria is intended to have a long shelf life. However, the underpinning attributes, particularly knowledge and understanding, are liable to change as new legislation, technology and driving techniques emerge.

Figure 2 shows the three highest levels of the Competency Framework for safe and responsible drivers of cars and light vans. The full Competency Framework is available on the Driving Standards Agency’s website (6).



**FIGURE 2 Three highest levels of the Competency Framework**

The approach also adopts a best practice approach drawn from competence management systems in high hazard industries. Similar competence frameworks have been developed for drivers in a number of related areas, such as ambulance drivers and train drivers, and are common in sectors concerned with safety critical and safety related work where they are used to tackle issues relating to the assurance of competence (7).

The UK Health & Safety Executive describes a competence management system as “A process to develop and maintain staff competence, that includes risk assessments of activities, selecting suitable standards and using procedures and appropriate methods to carry out competence management, maintaining records, carrying out verification audits and reviews of the system and feeding back recommendations to improve the system.” (8)

A great deal has been learned in recent years, particularly in the major hazard industries, about how to design, implement and extract best value from competence management systems. Contemporary definitions of competence management systems place more emphasis on defining overall policy, specifying the requirements that need to be met, and setting in place procedures for ensuring these are delivered through the organisation in an efficient, quality assured manner. Organisations use competence management systems to make sure that (9, 10, 11):

- The competence requirements are specified.
- Risks arising from poor performance of work activities are identified and controlled.
- Employees understand their roles and responsibilities and the performance expected of them.
- Training and development is relevant to individual and business needs.
- Assessment is fair and consistent and results are reliable and valid.
- The above can be demonstrated to shareholders, stakeholders and regulators.

#### **APPROACH TO DESIGNING THE COMPETENCY FRAMEWORK FOR DRIVERS**

The development of the Driver Competency Framework is founded on a particular definition of competence which has its origins in UK vocational education and is concerned with the outputs of performance. That is “*Competence is the ability to perform activities to the expected standard.*” (8) It is recognised that there are several other models of competence in widespread use, including:

- Competence as personal qualities (12).
- Competence as knowing how to do something (rather than actual performance) (13).
- Mixed models which combine the above (13).

The first of these has been the approach of choice in most Human Resource (HR) and Personnel work in the UK and the USA. The second is the approach which, historically, has been most commonly adopted in the rest of Europe and in education in both the UK and the USA. The third is an emerging approach, particularly combining output models with personal qualities, which is beginning to be more popular in HR practice in the USA because of suspected inadequacies in individual approaches (13).

#### **BENEFITS OF USING THE COMPETENCY FRAMEWORK**

Competence frameworks provide a structured way of describing what people in specific occupations need to know, what they should be able to do and what personal skills they need to have. The requirements they define provide a basis for selecting, assessing and developing people in an efficient, traceable and consistent manner. The majority of vocational qualifications in the UK are now underpinned by competence frameworks as are many of the continuous professional development schemes operated by professional bodies.

The Driver Competency Framework will enable a systematic approach to be developed to identifying training and assessment needs. It has a clear, modular structure which makes it easy to see how training can be broken into easily managed segments. It gives a clear indication of the standard of performance expected, the knowledge required to underpin driving skills and the attitudes which will

support or impede desirable driving behaviours. As such, the Framework provides the basis for developing education programmes, learning materials and testing and assessment protocols.

In industry, competence frameworks provide the basis for assurance processes that are used to give confidence that suitably competent staff are assigned to activities which carry risk. Competence Requirements provide the basis for assessing individual performance. The extent to which performance matches the expectations set by the competence requirements determines whether the individual is judged competent or whether some sort of intervention is required to help them achieve this. Competence assessment has four main stages, namely:

- Planning assessments – this involves reviewing the evidence required to determine what types of evidence are relevant, how much is needed, what sources of evidence are available and how evidence will be collected. Most competence frameworks are accompanied by guidance on these matters.
- Gathering evidence – this may involve a range of evidence gathering techniques, from observation, through sampling of work outputs to taking testimonies from work colleagues. The amount of effort and time required to gather evidence will depend on the nature of the work activity and the work outcomes that need to be demonstrated. The golden rule is to gather more than one type of evidence from more than one source.
- Judging evidence – competence-based approaches stress the importance of judging all of the evidence, rather than judging each piece of evidence as it accumulates, on the grounds that this produces fairer more holistic judgements.
- Making decisions – in the case of someone who is judged to have performed competently, by meeting the expected standard, the decision may be to accredit them, or to inform them they have successfully achieved a particular standard or milestone. In the case of someone who is judged not yet competent, the decision may be to give them more training, assign them a mentor or seek further evidence gathering opportunities.

## **DEVELOPMENT OF THE DRIVER COMPETENCY FRAMEWORK FOR DRIVERS**

The development of the Framework unfolded through a number of phases, including:

1. The development of a draft Framework.
2. Validation of the Framework's content.
3. Assessment of the Framework's usability.
4. Revision and production of the final version of the Framework.

### **Development of a Draft Framework**

This involved:

- A review of existing technical documents, guidance and training materials, driving research literature and other competence frameworks which have been developed for car drivers (e.g. professional driving frameworks).
- Interviews with subject matter experts with a view to identifying what was missing from existing practice and to evaluate the implications of technical, legislative and driving technique changes.
- Development of an initial Framework for review by industry panels. A review of the initial draft Framework was undertaken by industry panels comprising 16 subject matter experts from 12 organisations. The output from this stage was a draft Competency Framework ready for validation.

### **Validation of the Framework's Content**

Validation of the Competency Framework involved finding evidence that justified the inclusion of all the Framework's content. Five types of evidence were used:

1. Accident and crash data. Both UK and overseas sources were used in this analysis.
2. Existing competence frameworks for professional drivers and with competence frameworks developed overseas.

3. Existing and emerging driving research. The research literature was reviewed and academics contacted individually about unpublished research.

4. Opinions gathered from further subject matter experts, drawn from five organisations, using structured interviews.

5. Coverage of the requirements set out in the European Commission Directive 2000/56/EC on driving licences (14).

Accident and crash data were regarded as primary evidence. The Framework was validated against both raw incident and accident data and published analyses of crash data. Ten separate sources of UK and international data were collated and used as evidence. These included the 2005 / 2006 road and motor vehicle accident statistics from:

- The UK Department for Transport.
- The National Highway Traffic Safety Administration - National Centre for Statistics and Analysis.
- The Scottish Executive.
- The New Zealand Ministry for Transport.

An indication in this data that there was a direct link between driving behaviours and accident propensity was taken as sufficient evidence for inclusion in the Framework. For other sources of evidence (e.g. findings or opinions) had to be replicated in at least one other source before being regarded as sufficient.

A key output from this work is that a start was made in identifying the risk associated with each part of the Framework, although this risk assessment was limited to crash and accident risk and it was recognised that its scope needed to be broadened to incorporate societal and environmental risks. Identifying the level of risk is crucial to determining the amount of effort that needs to be invested in training and assessment. One of the key lessons learned from the competence assurance experiences of high hazard industries is that those competence requirements which create the most safety risk if they are not performed well should be subject to the most training and assessment effort (15).

Prior to the validation of the Framework, it was essential to make it as complete and fully developed as possible. The development of the draft Framework had focussed on the Framework structure and wording. An initial draft of the Knowledge and Understanding requirements and the risky attitude list had been defined, although they required further development.

The Competency Framework was compared with six sets of UK National Occupational Standards for aviation and Passenger Carrying Vehicles as well as Australian Car Driving frameworks were examined to identify the extent of the overlaps and determine whether there were any gaps. This comparison established that both the scope and contents of the Framework are compatible with other good quality, well regarded competence frameworks. In addition, this comparison highlighted that the Framework is the first and only UK car / light van driver Competency Framework. It not only covers UK specific Highway Code regulations but is the only framework to cover areas such as eco-safe driving, first aid and lifelong learning.

### *Updating Knowledge and Understanding Requirements*

The Knowledge and Understanding requirements list was reviewed in the following ways:

1. A panel of driving experts, chaired by the DSA Chief Driving Examiner, took each of the Knowledge and Understanding requirements and added driving content where necessary.
2. The Knowledge and Understanding requirements were reviewed in the light of recent DSA publications, e.g. The Official DSA Guide to Driving – The Essential Skills, 2007, which included sections, such as Eco-safe driving, which related directly to competence elements in the draft Framework.

3. A more extensive range of academic articles, research papers, driving curricula from outside of the UK, accident and incident data and reports gleaned from internet searches were examined to enhance the knowledge requirements. In particular, literature concerning:

- Elderly drivers.
- Driver self-evaluation.

#### *Updating Risky Attitudes List*

In parallel to the development of the Competency Framework, DSA also commissioned CAS to develop a test to measure attitudes about driving. This involved an extensive review of the research literature on driving attitudes and on relevant attitude tests. Industry experts identified during the course of this review were also contacted and asked for any unpublished material. Literature in the following core topic areas was identified:

- Definitions of attitudes and models of the links between attitudes and behaviour.
- Causes of risky driving behaviour (for example, attitudes, personality etc).
- The link between attitudes and behaviour in other contexts (for example, smoking).
- Studies validating attitude tests and scales.

The outputs from this work was a list of relevant attitudes, classified under the general headings of attitudes to endangering others, thoughtlessness, compliance and individual risk taking. These were then assigned to the appropriate parts of the Competency Framework. The classification system was important to ensure that the attitude list did not become too long and unwieldy. So, for example, attitudes towards distractions while driving, towards driving while personally impaired and towards complying with road rules are all considered to be important influences on competence in the Element “Make sure you are physically and mentally fit to drive”.

#### **Assessment of the Usability of the Framework**

Two activities were undertaken in this third phase of development. The clarity of the Framework was evaluated by checking the content against the Plain English Campaign’s “A – Z of Alternative Words” (16) getting the wording of the Framework thoroughly reviewed by the project team, as well as stakeholders, and by simplifying wording in the light of an analysis of the Framework’s readability statistics. Two particular reading statistics were used:

- Flesch Reading Ease
- Flesch – Kincaid Grade Level

Following these activities, the readability statistics suggested that none of the material required a reading age greater than 15 and that most required a reading age of 12-13. Ease of use of the Framework has been evaluated through consultation with relevant stakeholders. The response from the consultation was universally positive. The Framework was regarded as easy to understand and the content was thought to be logical and to make sense. Some beneficial wording changes were suggested as well as a few additions to the underpinning knowledge requirements. A number of issues were identified which will need to be addressed during implementation of the Framework. Many of these were change management issues but two content issues were raised, concerning:

1. The amount of detail in the Framework. Not all users need to see all the content so there is a task to package the Framework differently for different user groups.
2. The modular nature of the content. It is important that an efficient approach is taken to both training and assessment using the Framework. The approach must not fall into the trap of using long checklists of seemingly independent, micro-activities. The modular approach is valuable for specifying the content of the Framework in a systematic and detailed way but training and assessment must adopt an integrated approach if they are to be cost-effective.

### **Linking the Competency Framework to Qualifications**

From the outset, the Driving Standards Agency were keen that the Competency Framework should be written in a style that was entirely compatible with the UK's National Qualification and Credit Framework so that it could, as and when appropriate, form the basis of awards and qualifications which would be seen to have value for individuals and organisations. This is part of a general trend to link competence with educational qualifications (17). Compatibility requires the Competency Framework to meet a number of criteria. There must be an acceptable:

- Proposal and rationale.
- Qualification title.
- Structure to the qualification.
- Definition of the subject matter.
- Assessment design.
- Assessment process.
- Process for determining and reporting results.

The Competency Framework meets the first four of these criteria, although some minor changes are required to the qualification title to make it fully compliant. However, although an assessment and reporting process for driver licensing exists, comprising a theory test, hazard perception test and practical driving test, there is still work to do concerning changes to the assessment process that need to be made so that it complies with the compatibility requirements.

In addition, to be compatible the Competency Framework needs to cover the requirements for Key/Core Skills. Key Skills (Core Skills in Scotland) are the skills recognised by the UK Department for Education and Skills to be commonly needed for success in a range of activities in education, training, work and life in general and have also been recognised as core competences for organisations (17,18). These are:

- Application of number.
- Communication.
- Improving own learning and performance.
- Information and communication technology.
- Problem solving.
- Working with others.

In Scotland all of these are identified as Core Skills except improving your own learning and performance.

In fact, an analysis of the content of the Competency Framework showed that all the Key/Core Skills are covered in the Elements and Performance Criteria such that any qualification based on it would be on a par with General Certificate of Secondary Education (GCSE) examination results. GCSE examinations are the national examinations generally taken by school students between 14 and 16 years of age. It is also the entry level for vocational qualifications.

### **IMPLICATIONS OF THE COMPETENCY FRAMEWORK**

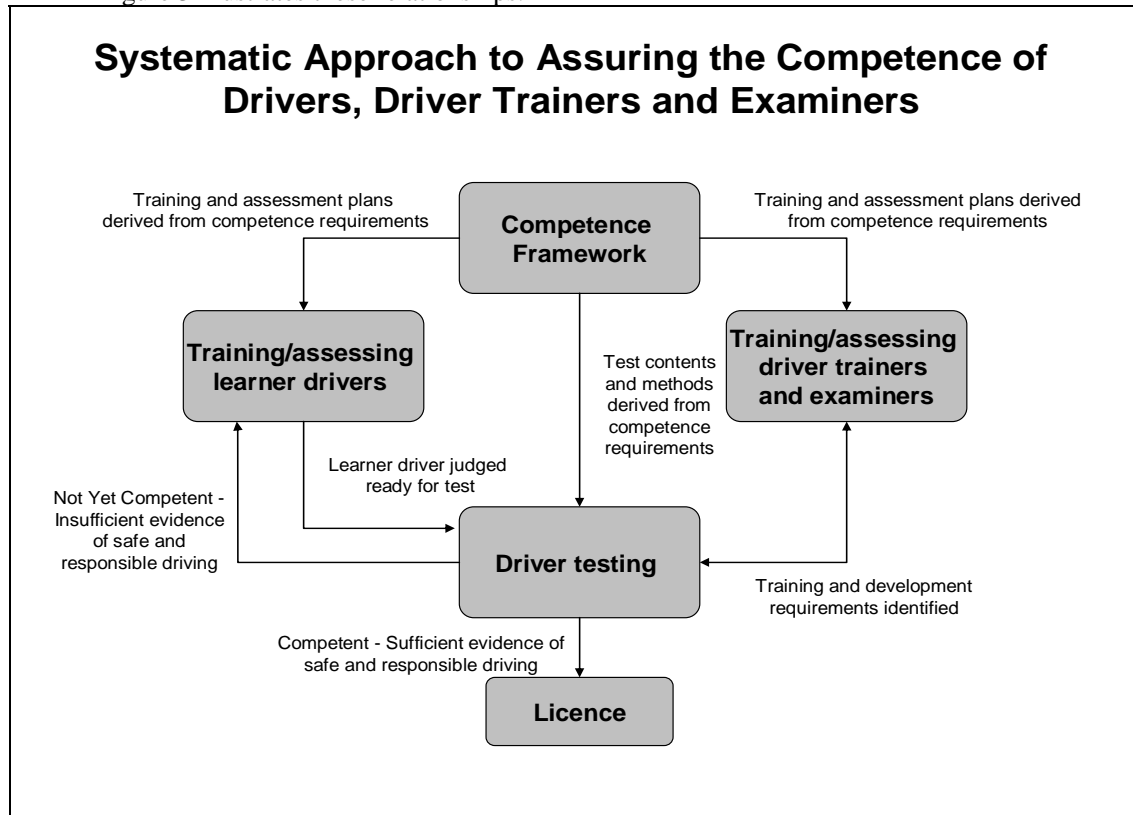
The Framework draws extensively on existing guidance and advice and on existing driving tests that is, the Hazard Perception Test, the Theory Test and the Practical Driving Test. However, it is broader in scope and assumes a different approach to training, assessment and continuing personal development including driver rehabilitation and refresher training.

So the Framework creates an opportunity to build a systematic, risk based approach to driving competence development and management in the UK that is similar to the competence assurance processes which have been developed to control safety risk in the high hazard industry sectors.

- It describes the competences required by safe and responsible drivers of cars and light vans.

- It has been designed in such a way that it can be tailored to the training, development and performance management of driver trainers and examiners.
- It sets out requirements that can be used to ensure that the Hazards Perception Test, the Theory Test and the Practical Driving Test give complete and proportional coverage to risks associated with unsafe and irresponsible driving.

Figure 3 illustrates these relationships.



**FIGURE 3** Assuring driver competence.

### Different Licence Categories

Although the Framework has been designed initially for holders of a licence to drive cars and light vans, consideration has already been given to how it can be extended to other licence categories and other categories of driver e.g. Motorcyclists or Bus Drivers.

It has been designed to apply to any category of driver while recognising that it will need to be tailored to their particular needs and circumstances. Tailoring should take place at the lowest level possible in the Framework. The first step is to establish whether the differences between types of driver can be captured in changes to the range and knowledge and understanding requirements.

Different levels of drivers, e.g. professional drivers, may be differentiated by having more demanding requirements captured in the performance criteria. Some types of professional driving, however, will require additions to the content of the Framework e.g. police drivers might need an additional unit on pursuit driving.

### Risk Assessment

As noted, a start has been made in identifying the risks associated with each part of the Framework. Although a wider range of risks needs to be considered, the implications of different levels

of risk are already feeding through into suggestions for changes to driver testing. So, for example, the content of the Practical Driving Test and the way in which Practical Driving Test performance is recorded are being reviewed. Assessment items which are considered to be low risk are likely to be removed from the Practical Driving Test and covered in the Theory Test. High risk items, such as negotiating junctions, are being given greater emphasis and are required to be observed more frequently during the Practical Driving Test.

### **Training Learner Drivers**

Once the risk analysis has been carried out, DSA can begin to develop a systematic, risk based approach to training learner drivers.

The work will ensure that all learner drivers have a personalised and appropriate training plan which details both the individual learning objectives and the specific learning approaches which need to be adopted.

This will have implications for the competence of DSA Approved Driving Instructors (ADIs) who undertake most driver training in the UK. Work is underway to tailor and extend the Framework as appropriate to their needs. The training they receive will also need to be reviewed to ensure it promotes the new, competence based approach and learning experience for learner drivers.

In particular, the way in which learner drivers are judged ready to take the driving test will need careful thought. 'Readiness' assessment might involve phased testing and / or certification of readiness and explicit definition of what it means to be ready to be tested. An approach will need to be developed for how to give feedback to individuals who fail the Practical Driving Test despite having been certified as 'ready'.

A systematic quality assurance process will need to be developed. This will need to include a review and audit loop to ensure that the specification for readiness to take the test is appropriate and the assessment of readiness remains valid.

Guidance and promotional materials will need to be developed which support a new learning to drive approach. These materials will also need to address learner drivers who do not use the services of ADIs.

### **Moving to a Positive Assessment System**

The assessment approach underpinning existing driving test arrangements is currently being reviewed. Historically, the perceived focus of the Practical Driving Test has been on avoidance of errors and ADIs have typically trained with that in mind. Moving to a system which promotes consistent safe and responsible driving will impact on how the assessment of learner drivers' performance is carried out.

### **Ensuring the Framework is Fully Covered in Driver Testing**

A further impact of introducing the Framework is that changes will be required to the Theory, Hazard Perception and Practical Driving Tests. The content of all three is being reviewed to ensure that they provide adequate coverage of the content of the Framework and reflect the risks associated with the different parts of the Framework.

### **Reviewing the Scope of Driver Testing**

Adopting a competence based approach, has meant that the Theory Test is being revised to address understanding requirements as well as knowledge requirements.

The Framework includes range statements which make explicit the range of situations in which competence has to be demonstrated. It is currently difficult to ensure that all situations are given adequate coverage in the Practical Driving Test. Indeed, it would be impractical to rule that all situations are covered, for example overtaking. The Practical Driving Test needs to be focused on the consistent demonstration of safe and responsible driving in a feasible range of situations while the Theory Test and Hazard Perception Test are used to ensure the range requirements are met. This may take the form of

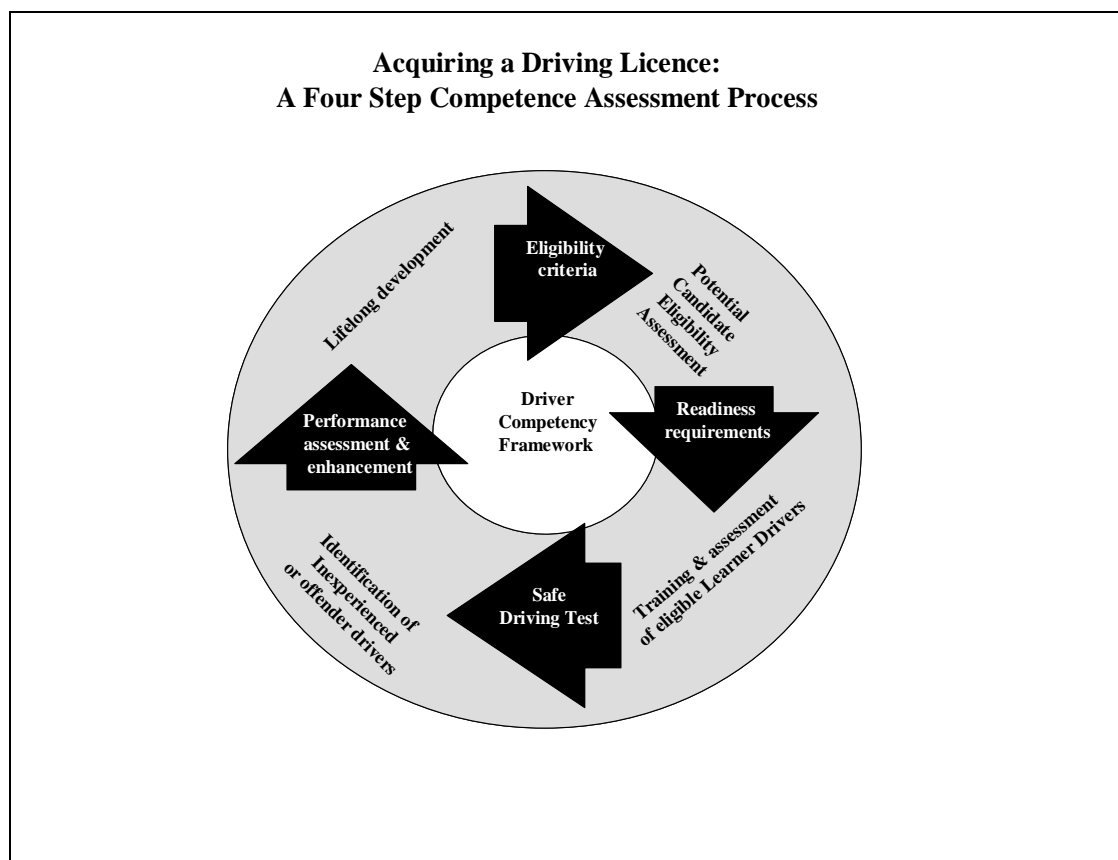
including case studies and / or introducing more scenario based items and different response methodologies.

The use of simulators to allow coverage of all range situations is also being reviewed. In particular, driving contexts which are known to be associated with high levels of risk (such as adverse weather conditions and motorway driving) could be trained and assessed using a simulator.

In addition, ways in which driving attitudes can be assessed and risky attitudes addressed need to be developed. The recently developed prototype Attitude Advisor should supplement the change in scope of the testing process. By explicitly measuring attitudes and giving individuals confidential feedback on their responses, the scope of the testing approach will have widened.

The approach followed in the Practical Driving Test is also being examined. The consistent demonstration of competence in Roles 3 (Use the road in accordance with the highway code) and 4 (Drive safely and efficiently in the traffic system) of the Framework requires additional test content to be included. For example, 'Independent Driving' and 'Situational Awareness Assessment' approaches are already being tried.

The assessment process that underpins future driver testing could look something like this:



**FIGURE 4** Future driving test assessment process.

### **Lifelong Learning and Skills Development**

The introduction of a specific Role in the Framework which covers 'reviewing and adjusting driving behaviour over your lifetime' necessarily impacts on the continuous personal development of individual drivers.

The risk assessment will give an indication of what types of drivers and/or vehicles are at greatest risk and where more effort may be required to demonstrate competence (likely to be young drivers and older drivers).

An approach to help DSA recognise whether competence is maintained and developed will need to be defined. Pre-driver qualifications are already being developed. DSA are working in collaboration with the Scottish Qualifications Agency to develop an award in Safe Road Use, based on the Competency Framework, aimed at 14 to 16 year olds. Significant interest is being shown in extending this award to the rest of the UK as part of the Personal and Social Education programme and in making use of the Units in the Framework as part of the health and safety at work agenda. DSA may also wish to encourage individuals to manage their own competence and promote the adoption of lifelong learning.

Then there are questions that need to be resolved regarding how long a licence is valid for, what the requirement is for retesting and re-licensing and what might be the trigger for these events. Driver Rehabilitation is a specific aspect of lifelong learning which needs particular attention. There are three distinct issues which need separate consideration:

- Dealing with personal problems, for example alcohol abuse, which affect driving performance.
- Rectification of poor attitudes to driving.
- Rectification of poor car control.

### Summary

Introduction of the Framework will, inevitably, change the way training and development are delivered in the UK. It will also, inevitably, affect driving examiners, driving instructors, other people involved in driver coaching and development e.g. parents, teachers and educationalists, counsellors working in driver rehabilitation, and of course, learner drivers.

These changes cannot all be introduced at once. The work which has already been started indicates where the priorities are thought to lie but many of these changes have significant implications for stakeholders. The Learning to Drive consultation exercise (4) being run by DSA is designed to identify if there is broad support for the changes being considered, including the adoption of the Competence Framework. Further consultation will be necessary both during the development phases of the various initiatives and once they are ready for implementation. Full implementation may take several years and will require careful phasing.

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